

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF SOCIAL SCIENCES AND
HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**A MULTI DIMENSIONAL INTERACTIVE APPROACH
TO CONTINUOUS PROFESSIONAL DEVELOPMENT:
AN EXPLORATORY CASE STUDY OF ENGLISH LANGUAGE
TEACHER EDUCATORS**

BY MELAKU WAKUMA

**In Partial Fulfillment of the Requirement for the Degree of Doctor of Philosophy
in Teaching English as a Foreign Language**

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**A Dissertation Submitted to Department of Foreign
Languages and Literature**

By Melaku Wakuma

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**A Multi-Dimensional Interactive Approach to Continuous
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**By
MELAKU WAKUMA**

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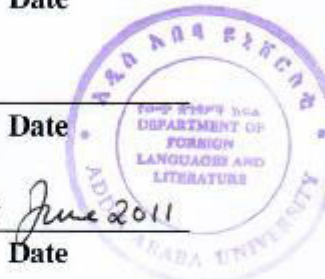
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Dedication:

**To the memory of my father -
Wakuma Duguma Murti -
whose spirit, courage and
morale guide me throughout and my
mother, Yeshi Sefera Selban, both
unfortunate to see this milestone in my life**

Declaration

I, the undersigned, declare that this dissertation is my original work, has not been presented for a degree in any other university and that all sources of the materials used for this thesis have been duly acknowledged.

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Abstract

The purpose of this study was to explore the CPD undertakings in the Department of Foreign Languages and English Education (FLEE) of College of Teacher Education, AAU, and test the Collaborative-Observation-Reflection-Appraisal (CORA) approach to CPD that was named as Multi-Dimensional Interactive Approach to CPD for the sake of clarity. To this end, non-experimental design of classroom based exploratory qualitative case study in which four cases were selected using purposive sampling technique facilitated through snowball and theoretical sampling was conducted. In this process, semi structured in-depth interview, video assisted self-appraisal of recorded lessons, as well as video supported peer observation and reflection were carried out. The semi-structured interview had also addressed other relevant informants from the College. To widen understanding, a questionnaire was distributed to other teacher educators who were teaching in the undergraduate program and were not the cases of the study. All the instruments were piloted at Kotobe College of Teacher Education. The feedback obtained from all the instruments including self as well as peer reflections on the lessons were transcribed, coded, organized under major themes, analyzed, interpreted and presented under two broad categories: holistic or within case and across cases. The finding identified diverse themes that were factors to enhance or retard professional development of the teacher educators. Accordingly, the belief of most of the teacher educators was not in consistent with the current learning theory. On top of this, the prevailing professionalism was the old rather than the transformative. A lot of potentials that would have contributed to the professional development of the teacher educators, too, were not exploited. Nonetheless, there were exceptional cases and tenets that were aligned with modern learning theory that would have been exploited given conducive atmosphere was created and awareness was raised. To address the problems identified in the course of the study, different recommendations were offered. Concerning the tested approach, promising developmental incidents and evidences were obtained. The self-appraisal of the recorded lessons resulted in critical scrutiny into one's teaching in which the partners gained knowledge as observed from their reflections and the recorded learning logs. The peer observations and professional discussions that accompanied the self-appraisal were also developmental. As a result, the proposed approach indicated that it had the potential to break the 'individualism' that reigned in the Department and generate learning in a collaborative environment.

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Acronyms

AAU	Addis Ababa University
BPR	Business Processing Re-engineering
CPD /PD	Continuous Professional Development / Professional Development
CSCs	Cluster School Centers
CTE	College of Teacher Education
ELIC	English Language Improvement Centers
ELIP	English Language Improvement Program
FTEs	Faculties of Teacher Education
HDP	Higher Diploma Program
INSET	In-service Education and Training
KELTAs	Key English Language Teacher Advisors
KELTs	Key English Language Teachers
MoE	Ministry of Education
NETP	New Education and Training Policy
SDU	Staff Development Unit
TDP 1 / 2	Teacher Development Programme 1 /2
TEIs	Teacher Education Institutes
TESO	Teacher Education System Overhaul
TTCs	Teacher Training Colleges
TTIs	Teacher Training Institutes
TVET	Technical and Vocational Education and Training

Chapter 1: Introduction

1.1. Background

In the today's fast growing knowledge industry, professions are regularly updated and constantly improved through CPD. CPD develops professionalism, the qualification and acquired capacities, competence required for successful exercise of an occupation (Goodson and Hargreaves, 1996:76) of all staff regardless of their qualification and experience. It enables professionals perform better and strive for the improvement of education and the educational system. In the actual condition of education, where a great majority of the teachers and administrators are committed professionals who strive to discharge their responsibilities under stressful or demanding situations, CPD is most needed. "These diligent teachers and educators need PD opportunities for the recognition of their work and creation of opportunities for 'growth, exploration, learning and development'" (Villegas-Reimers, 2003:7). Thus, CPD is not only a means to fill the gap of the weak but also a power to reinforce the strong.

In the developed world, the increased pressure on resource coupled with the economic recession and reduced pace of development that resulted from heightened economic competition among nations put the educationalists in challenge (Bottery, 1998). The demand for education as a result of population explosion and the scarcity of resource to fulfill these needs placed educators in constant challenge in the developing countries, too. As a result, the development of the profession to address these diverse needs made CPD a requirement. "If teachers are to promote world-class standards in world-class schools they need to be continually developing their own expectations, knowledge and skills. Furthermore, "teachers need to extend their repertoires as their careers develop and they take more responsibilities" (McCulloch, Helsby and Knight, 2000: 21). Hence, CPD is a necessity rather than an option.

In the context of the study, too, though the country has long tradition of workshops, seminars, conferences and symposiums, formal and regular CPD activities that addressed the entire educational system of the country were advanced after the MoE conducted a national level research on teacher education by a Task Force in 2002.

Since the intention of this study was to identify the problems in the system so as to take remedial action, the following was the finding:

Statistical and observational evidence provides a grim picture of the education many children throughout Ethiopia receive. Many have teachers who are unqualified, or have received only the minimum of initial training. Although some teachers have upgraded their knowledge in a variety of ways, very few have the skills and knowledge required to deliver the modern, child centered dynamic education experiences envisaged by the government (MoE II, 2003: 6).

Cognizant of this fact the Ministry designed the Teacher Education System Overhaul (TESO) program that claims the importance of addressing CPD to the teachers of all levels as one of its components of the Education Quality Improvement Programs. In the process of realizing this System Overhaul, a “four year Teacher Development Program (TDP1), which ended in Ethiopian Fiscal Year 2000 [2006/07]” (MoE, 2009) was conducted and different initiatives were taken.

As a means to realize these felt needs, one of the initiatives was diverse exercises of CPD programs supported with different training modules for teachers deployed at all levels in the system that were undertaken through different modalities. Some of these models were the Cluster School Centers Developmental Models in which schools in certain vicinity were grouped together for professional discussions and which were also underway before the TESO program and the Higher Diploma Program (HDP) for teacher educators of all levels. Later, the English Language Improvement Programs (ELIP) was implemented as a component of this overhaul.

To address these programs, different materials were also designed and executed. For instance, induction manuals were prepared and employed for PD of the newly qualified teachers as a school-based developmental activity. CPD module was also prepared for the teachers in the pipeline. Similarly, the higher diploma program (HDP) module was set and implemented to improve the pedagogical skill of the teacher educators of all levels and subjects. Utilizing these modules, different educational institutions trained a lot of teachers. For example, 3206 teacher educators have graduated from the HDP programme in five years — 2002- 2008. (MoE 2009).

However, different studies indicated that the achievements of the TESO program were not as per their requirements. For instance, the following finding of the MoE indicates that the final result of HDP in the first phase of its implementation, TDP 1, was not as effective as it was desired to be:

The Higher Diploma Program (HDP) was established to enhance the quality of teacher education in both colleges of teacher educations (CTEs) and universities by developing the pedagogical skills of teacher educators... However, some graduates of the course are not always using the methods learnt to the degree expected as the methods are not always appropriate to the Ethiopian context. (MoE, 2009:11).

Other studies, too, reinforce the same view. For instance, in the case study research conducted on HDP at Adama University, Addisu (2006) concludes that “It [HDP] is a system-wide bureaucratic action that takes least consideration of the interest of the participant, a de-contextualized program which is hardly related to actual setting and informative” (p.67). In addition, “There is still concern that once the HDP is completed in an institution there is little evidence that the principles of the course are being put into practice by the teacher educators” (MoE II, 2009).

Besides, there were other lessons that need consideration. Though a lot of teacher educators have graduated from the program in the last five years, the issue of dropout still seems to be a point of concern in HDP. In the year 2009, for instance, out of 923 candidates who joined the program, 14.8% had dropped out (MoE I, 2009). The impact of the drop out is also explained as: “When the HDP candidates “drop out” from the course this places a negative value on the status of the course as a whole” (MoE II, 2009). Although the evidence of the Ministry states the reason as provision of ‘opportunity for further learning’ (MoE I, 2009), Addisu’s (2006) study attributed the reason to lack of motivation.

Moreover, though the situation seemed ironical, document from the Ministry of Education perported that the concept of CPD is still not known well in the higher education institutions in spite of the introduction of HDP as a component of CPD since 2003. The following report of workshop of HDP coordinators on “An introduction to the Draft New Framework for CPD and the Draft Toolkit for schools” indicates the alleged confusion as follows:

The issues arising from the group work on continuous professional development raised the following issues or questions;

- Is CPD a career structure?
- How does CPD relate to incentives or promotions?
- What are the national guidelines for CPD?
- Who is responsible for CPD?
- Should CPD be called something else in higher education eg. Advanced skill in teaching or advanced skills training? ...
- Should institutions have specific budget for CPD? (MoE II, 2009:5-6)

Accordingly, these issues reveal that there is still confusion concerning CPD in higher education in spite of its execution as of 2003 and ambiguity of understanding among the coordinators despite their coordinating it. Thus, anticipating what the views of the other participants would be on HDP and as a result, its ineffectiveness in influencing them as lifelong learners would not be difficult. In general, these problems intensified the concern to accelerate the pace of the research since it was aligned with the previous assumptions of this researcher that emanated from his preliminary assessment that led him to considering this project before five years — uncertainty about training mode of PD in influencing the actual classroom practice.

In spite of these uncertainties and ineffectiveness, the document from the Ministry indicates that there are plans to pursue the HDP model by considering two important areas of revision: course revision and post HDP CPD. The document says, “There is a need to refine the course to meet the demands of local contexts ... and to begin a framework for post-HDP CPD support for teacher educators (MoE, 2009:11).” Moreover, the intention to improve the relationship between HDP and the classroom during the second phase TDP (TDP 2), that implied the poor link of the previous HDP and the classroom, is also planned to be improved but through a different strategy – ‘action research’. “There will be a greater focus on action research component of HDP, with action research workshops at TEIs enabling candidates to share the learning from their school placements” (MoE, 2009: 12). In other words, enhancing teacher efficacy in the classroom is planned to be attained through action research that relies on school placements and that, too, was expressed to be facilitated through workshops.

With regard to the materials of HDP, a recent document of the Ministry complains about the inappropriateness of the revised document and states the plan for revision. It says, “The new

HDP Handbook was generally well received, but it was felt that a further revision was now needed in order to ensure the material is appropriate to the Ethiopian context” (MoE I, 2009:8).

All these circumstances, however, do not rule out the importance of looking for a PD opportunity that focuses on actual classroom performance of the teachers. Though the documents of the Ministry still plans for workshops, customary practices showed that their possibility of leading to investigating one’s classroom performance, identifying one’s weakness there in the process, reflecting upon it and acting to remedy the problem in a collegial environment are hardly expected since they were seldom practiced in the system even though they are forms of PD. This type of CPD, too, is a lifelong process for a teacher unlike HDP which is basically for teacher certification [See the details in 2.7.3.]. The following idea indicates this:

According to several writers (for example, Hargreaves, 1994; Stoll et al. 2002) a new form of professionalism is emerging in which teachers work more closely and collaboratively with colleagues ... Thus, King and Newman (2001) argued that teacher learning is most likely to occur when teachers: can concentrate on instruction and student outcomes in the specific contexts in which they teach; have sustained opportunities to study, to experiment with and to receive helpful feedback on specific innovations; and have opportunities to collaborate with professional peers (Day and Sachs, 2004: 47).

Accordingly, working collaboratively and receiving feedback — collegiality and reflection which are tenets of modern professionalism (Goodson and Hargreaves, 1996) — have the potential to function at all levels and in all aspects of the teaching learning process.

Furthermore, although the plan of TDP 2 was again to improve classroom performance of teachers by implementing modified prescriptive modules throughout the country in a similar way without considering the diversity of school contexts and individual differences, the attempt was not in accordance with the views of scholars in the field. For instance, Hargreaves and Fullan (1992) say, “Each teacher is unique in important ways, it is impossible to create a single, centrally administered and planned program of PD that will meet everyone’s needs and desires” (1992:77). In other words, the researcher feels that less attention was given to actual experience of the teacher educators despite the fact that “Experience is the richest resource for

adult's learning; therefore, the core methodology for adult learning is the analysis of experience (Knowles et al., 1998:40).

In the other areas of the TESO program, too, practices of the cluster resource centers (CRCs) in which teachers meet and conduct professional discussions and share the cascaded trainings were found to be less effective. This CRCs model of CPD was functional during TDP 1 in spite of the report of the aforementioned Task Force that identified their problems — “Long distance among cluster schools, shortage of necessary materials, failure to hold training continuously, poor or weak training approach and funds not arriving on time” (Task Force Report, 2002: 27). In another study, too, the findings of their ineffectiveness cast light on their success. The idea is as follows:

CPD for teachers was introduced in most schools, employing weekly sessions, and drawing on either school-based, cluster or district level expertise. CPD was traditionally based on ineffective cascade models of training. TDP 1 tried to address this through the cluster system ... Where it has been applied teachers are not using improved teaching methods as expected (MoE III, 2009: 16).

In the contexts in which the CRCs operate in spite of their ineffectiveness, diverse problems still persist in the system. For instance, in the primary 2nd cycle, 34% are below qualification (MoE Statistical Abstract 2009: 7). Similarly, who are qualified for the first cycle secondary education are 63.9% and “It is likely that preparatory program . . . teachers may be less qualified for their level than those teaching 1st cycle” (MoE Educational Abstract 2009: 47). Concerning the problem of shortage of teachers in Ethiopia and its effect, Bridges points out:

This problem [the problem of shortage of teachers] is made more complex by the long established practice of upward drift in teacher supply and appointments; i.e., the teachers trained for junior secondary have ended up filling the gaps in senior secondary supply and the elementary school teachers filling their place in junior secondary schools (1998:364).

These situations, therefore, indicate the seriousness of the problem and demand for effective and efficient options of PD so as to realize better learning by improving the performance of teachers in the level they are teaching. This in turn necessitates studying about alternative approach of PD to improve the situation by developing the professional competence of the teachers.

On top of these, the students' achievements on national examinations indicate potential problem that needs remedial action by building the pedagogical competence of the teacher. While there are a huge number of students in the schools, significant numbers of them fail in the national exams. Out of the candidates of 2007/08 academic year of 1st and 2nd cycles of the secondary education, 15.8% and 40.1% did not get the expected passing mark for both levels respectively (MoE Educational Abstract, 2009). Though the researcher did not get information whether the passing was in accordance with the in-take demand of the next level or measured in terms of fulfilling the knowledge requirement of the respective institutions, customary practice attributes failure to poor performance below the required standard.

In addition to these quantitative indicators, failure to materialize active learning that is envisaged by the NETP of 1995 calls for a similar action. The concept of active learning was again reinforced in the TESO program and incorporated in the modules though its effect was much less than desired. The following is illustrated to witness this:

It must be recognized that significantly large amounts of money and other resources have been invested in the education and training of teachers in both colleges and schools. Yet it is abundantly clear that this investment has been largely ineffective in that it has not been matched by the great changes in the classroom practice of most teachers throughout the country (MoE II, 2003: 6).

Similarly, various studies conducted in different contexts, most of which are M.A. theses (Mengistu, 2007; Mohammed, 2007; Solomon, 2006; Hailu, 2007; Yonas, 2006; and Amenu, 2005), indicate that active learning is not implemented adequately and that all the remedial actions taken to capacitate the teachers were hardly successful in bringing about the required results. Thus, these studies, too, seem to imply the demand for a different kind of training model.

The other specific aspect of the educational program for which training interventions did not bring about the desired objectives is ELT. In this regard, where the English ability of the students is not adequate enough to enable them pursue other subjects in it during their high school and university studies (Stoddart, 1986; Hailemicheal, 1993; Gebremedhin, 1993; Awol, 1999; Berhanu, 2000; Tekeste, 2006) and a lot of training exercises of the ELIP have been undertaken as a remedy, there are still a lot of problems. In one of the teacher education

institutions, for instance, it was found that “low level of trainees ability in the language of instruction [English] was found to be one of the causes for the poor academic performance of trainees” (Abiot,2006: 86).

In addition, the Ethiopian National Baseline Assessment of Grade Eight Students’ Achievement indicates poor impact of English language teaching. “Schools in areas where English is primary language of instruction for Grade 8 do not have as high a level of achievement, even in the English language, as schools in the areas that use the major [their national] languages”(MoE, 2001: 26). In addition, in the Ethiopian Third National Learning Assessment of Grade Eight Students conducted in 280 schools in different regions in the country in 2008, the achievement of students for English was 59.7% - below basic, 25.1% basic and 15.2% proficient” (MoE 2009).

Accordingly, the impacts of the ELIP that was cascaded through the Key English Language Trainers’ Advisors (KELTAs) and Key English Language Trainers (KELTs) or the formation of English Language Improvement Centers (ELICs) were not observed on the achievements of the substantial majority of the students. Worst of all, it is reported that the continuation of English as a medium of instruction is the cause for the failure of the education system as a whole.

The second fundamental cause for the cause for the crises of education is the use of English as a medium of instruction. If the policy of rapid expansion of education has a negative impact on the quality of education, the continued use of English as a medium of instruction has, according to my assessment [the original writer’s], led the education sector to the brink of collapse (Tekeste, 2006: 38).

Though this researcher has some reservations in considering English the “fundamental cause for crisis of Education” for it requires further research, the impact of the students’ poor performance of English language in the process of teaching and learning is not denied. Although ELIP has been implemented to remedy this problem, the practice was not successful. The study of the Ministry says that the ELIP program follows the “Cascade Model with reduced impact at each level” MoE, 2008: 3).

In addition, even though “an impact study carried out by Lund University (March 2005) drew broadly positive conclusions about ELIP, particularly in terms of how the teachers have perceived the effect of the program on their command of English their self confidence and their

awareness of more modern approaches to teaching and learning” (MoE, 2008: 2), it did not affect the classroom performance of the teachers (MoE, 2008: 3). Though this researcher did not find official document of the impact assessment of ELIP conducted by Haramaya University, another study on the same topic did not indicate encouraging finding with this regard. This study is referred to as follows:

The fifth [challenge] area relates to the teachers’ ability to apply skills in which they have been trained to the classroom situation. Whilst the Lund University study did not focus directly on this area, an ELIP impact study is currently being conducted by Haramaya University which is due to deliver its findings shortly. Should the report confirm the findings of recent classroom observations (e.g. MoE Study 2007) and indicate that there has been insufficient behavioral change on the part of the teachers following ELIP training, this area will also need to be closely examined (MoE, 2008: 3)

Accordingly, the impact of the bulk of trainings of the ELIP resulting in the most expected output of any PD undertaking of a teacher, influencing the classroom performance, has little evidence. In assessing the past problem the ELIP encountered, a lot of factors were identified by ELIC coordinators. This is stated as follows:

A number of ELIC coordinators see a weakness in ELIP as its use of cascade training with reduced impact at each level, which criticism is known drawbacks of the cascade model. Some state the limitation ... being the training’s lack of focus on English, Social science, and natural science teachers. They argue that the aim of ELIP reaching all teachers of all subjects at all levels of general education is too broad. ELIP training is also thought by many stakeholders as too short to have impact to the degree and on the scale required (MoE, 2008: 3).

Thus, these views of the coordinators of the English Language Improvement Centers (ELICs), centers established in teacher education institutions of all levels and work on English language improvements of the student-teachers, need consideration. Moreover, though ELIC is a decentralized and institutional based PD facilitating and executing strategy of ELIP during teacher development program 1 (TDP1), this does not rule out the necessity of looking for a better option that emanates from actual classroom performance of the teacher.

The background of the English language improvement centers (ELICs), and their future fate in the recently planned TDP 2 is described as follows:

ELICs [The centers established during TDP 1] were facilities with resources for English language teaching, staffed by teacher educators (sometimes with additional support from Voluntary Service Organization (VSO) personnel, providing courses for students and teacher educators in need of additional English language and methodology training. There remains a strong need for training interventions and resources which improve the quality of teacher educators' and student teachers' English language. (MoE III, 2009: 13).

Thus, the importance of intervention that this study also attempts to address is again unequivocally stated.

To sum up, in spite of diverse attempts to make the classroom conducive to effective learning in which learners actively involve in the process, the desired outcome was not attained. Thus, looking for another option outside the training mode in which the tenets of modern professionalism are incorporated and which relies on the experience of the teachers is vital. This alternative is also likely to change the performance of these teachers by depending on their own practice and accommodating their individual needs.

With this regard, although the problems are diversified and could be attributed to different factors outside the teachers' performance, capacitating the teachers to work as effective as possible under the constraints seems to contribute its share in alleviating the problems. Effective CPD can be one timely solution that can contribute to the entire beneficiaries of the education system — mainly the learners in the classroom and the teacher for his/her professionalism.

To this end, this proposed approach is designed. Although the original name the researcher gave it was Collegiality-Observation-Reflection-Appraisal (CORA) to CPD, revision to 'Multi Dimensional Interactive Approach' was made to make it user friendly and understandable. In the remaining part of this chapter, statement of the problem, motivation of the researcher to undertake the project, the objectives, research questions, the significance and the scope of the study are treated.

1.2. Statement of the problem

In spite of attempting different modalities of PD that capitalize on the training of teachers at all levels to improve their classroom performance, the classes are still teacher dominated. Since all the interventions made so far through HDP, CRCs, and ELIP [See the details in 1.1.] were prescriptions from outside that did not originate from the actual classroom performance of the participant teachers, they did not enhance teacher effectiveness in the classroom. The teachers were not made to enquire into their own practice and reflect upon it so as to forge or change practice itself in a collegial environment. As a result, classes are teacher dominated and the students are still receiving their own knowledge passively rather than constructing it actively [Here, too, the details in 1.1]. With this regard the problems related to English language teaching seem to be more serious than the other subjects [See 1.1]. Nor is the condition of English language teacher educators exceptional. Thus, looking for classroom focused option of PD that is in line with the principles of modern professionalism [See 2.1.3.] is important.

In this process, therefore, looking for an alternative that incorporates components of modern professionalism is likely to make it successful. Since, “PD of teachers is: the process by which, alone and with others, teachers review, renew and extend their commitments as change agents to moral purpose of teaching, (Day, 1999: 4), the proposed approach is believed to create opportunities for reflection in a collegial environment that affects classroom performance. In addition, as “Reflection is viewed as the input for development while also viewed as the output of development” Farrell (2003), the proposed approach which incorporates reflection will have power to change practice. This kind of development, therefore, is likely to benefit the students and the teachers at all levels of the profession, including those who are not qualified for the level they are teaching.

1.3. Motivation of the Researcher to select the topic

While sensing the importance of such a project that affects classroom performance before five years as a result of my previous experience as a secondary school teacher and different exposures I had since then, I did not get opportunity to take the risk and conduct study of such a kind. However, this background have inspired me to undertake the project and developed my confidence to overcome all the anticipated challenges of conducting research in tertiary

education side-by-side with my regular duty. Although my university teaching experience that created opportunity to teach in the pre-service and the summer in-service teacher education programs on part-time basis had helped me to get additional insight on ‘what really teaching a would-be teacher is’, and ‘a teacher’ mean and what some of the expectations of a teacher educator are, the powerful influence to undertake the project was my past experience – involving in on-job training of teachers and research in the area of teacher education.

The major spur of this study was my participation in various workshops and studies related to designing and evaluating of English language teaching materials not only for primary schools but also TTIs and TTCs. This involvement as a curriculum designer and evaluator, trainer, training facilitator and a researcher by virtue of my working as an English language expert in one of the regional education bureaus, Oromia National Regional State, had provided me with opportunities to perceive the gap between the actual practice of the teachers and the demand of the contemporary teaching learning process. Most of all, my active and frequent participation in orienting the teachers and the trainers of trainers for the cascade model of training to the new primary and secondary schools English and Afaan Oromo (Oromo Language) teaching materials were the powerful motivating factors.

These opportunities enabled me perceive not only the gap between theory and practice but also the weak effects of the actions taken to fill the gap. Though I observed the needs of the teachers to develop their skills and abilities towards the right direction if they are provided a chance, I noticed the gap that existed between their needs and performance. I had the opportunities to sense the poor effect and/or impact of the top down on-job trainings I took part in as a trainer during classroom visits I made for monitoring and evaluation of the programs I coordinated. The importance of considering classroom context in the process of designing appropriate PD undertakings was felt to be appropriate though the researcher did not try to alter the situation. In other words, since the involvement of the teachers in proposing the training agendas and recommending its components relevant to their needs was negligible, as my personal witness from working in the system, I came across little impact of the trainings we offered on the actual classroom performance of the trained teachers. Thus, this insignificant effect in spite of some investment of limited resource to affect the programs urged me to look

for a better option as a professional obligation and contribution to professionalism through this study.

Besides, while I was conducting my M.A. research, Programme Evaluation of English Language Teaching of Teacher Training Institutes: Asela TTI in Focus, I had the practice of observing language teacher trainers who use the training manuals that claimed to be reflective. Despite the orientations of these teachers to the materials and the claim of the materials to pursue the recent innovations in education such as active learning, communicative language teaching and reflection to improve performance, their practice did not coincide with their desires. My research findings of that time, too, indicated the inadequacy of the program to produce the required kind of graduates. This was also a pushing factor to look for an opportunity that can materialize practice oriented PD approach that is likely to affect not only course of action but also change of the behavior of the participants.

Moreover, my participation as one of the six members of the national team which had been working with additional three expatriates in the national study conducted by the Ministry of Education in 2002, 'Improving the Quality and Effectiveness of Teacher Education in Ethiopia', has its own share in the decision and commitment to embark upon this project . Since this study of the Task Force addressed teachers of all levels, TTIs, CTEs FTEs, throughout the country and incorporated experience sharing tours to Peoples Republic of China and India, it had contributed significantly to enable me to know the problems of the teachers, teacher educators as well as the teacher education system of all levels to some extent.

With this regard, despite the recommendations of the study of the task force that resulted in some the implementation of the recommended remedial actions, the persistence of the problems is the major urging factor for the curiosity to look for another option that may have some contribution to minimize the problem and that is likely to indicate direction towards the right path. As part of this inquisitiveness, I had attended the one year HDP program offered by the Faculty of Education of AAU in 2007 in my own time; i.e. without the sponsorship of the department in which I am employed for the reason that the Department was not willing to sponsor two programs, the Ph.D. and HDP, at a time. This mere fact of knowing HDP and

being involved in it as a participant increased my eagerness to accomplish this PhD project as quickly as possible.

To sum up, this diverse knowledge gained in all these processes through different experiences I have had and lessons I obtained in this course of time by interacting with colleagues as well as other partners were so insightful and powerful to inspire me towards the accomplishment of the research. Since “The researcher’s own experience of life, which technically stands outside the realm of ‘data’, in that it has not been systematically collected within the research setting, can also use as evidence (Holliday, 2002: 138), this researcher believed that the experiences he has are likely to enrich and benefit this study without changing its natural course. Acknowledging this background, therefore, will offer some highlight about the motivation of the researcher and his potential to handle the project though what matters most is the real findings rather than his memory or the desire.

1.4. Research Questions:

This research answers the following questions:

- 1.4. 1. What is the nature of the existing CPD undertakings of English language teacher educators?
- 1.4.2. How much did the existing CPD influence the actual practices of the teacher educators?
1. 4.3. What are the factors that affect the realization of CPD of English language teacher educators?
- 1.4.4. Can the Multi Dimensional Interactive Approach generate PD of English language teacher educators?
- 1.4.5. What is the impression of English language teacher educators towards the exercises of this Multi Dimensional Interactive Approach to PD?

1.5. Objectives

The following are general and specific objectives of this project:

1.5.1. General objectives:

1. To explore the nature of the existing CPD undertakings of English language teacher educators;
2. To test whether or not the proposed approach generates classroom based collegial PD of the English language teacher educators

1.5.2. Specific objectives:

1. To assess the nature of continuous PD undertakings of English language teacher educators;
2. To investigate how much the existing CPD influenced the actual classroom practice;
3. To identify factors that affect the realization of CPD of English language educators;
4. To test the proposed approach of PD — Multi Dimensional Interactive Approach, for English language teacher educators; and
5. To know the impression of English language teacher educators towards the newly proposed model of PD — A Multi Dimensional Interactive Approach.

1.6. Significance of the study

Although this study is conducted at tertiary level, it is believed to have diverse potential benefits and beneficiaries to influence the education system. Since it is a developmental approach that incorporates tenets of transformative or modern professionalism, it is hoped to be a prospective model to generate PD opportunities that is derived from the actual need of the teachers. It is also hoped to facilitate professional discussion among colleagues thereby influencing workplace culture and develop trust and confidence among colleagues towards

building communities of learners. In addition, the critical investigation into one's practice and reflective experience that develops in the process that is expected from this study is envisaged to advance the self-efficacy of the teacher and improves the effectiveness and quality of the teachers and the education system at large. Most of all, breaking the traditional view of teacher autonomy that views the classroom as a sole possession of a teacher in which others are not allowed to enter, this study is believed to realize social nature of learning through interaction among colleagues and paves way for the development of classroom research that impacts the learning of the students in particular and the education system in general. Thus, it is likely to have a lot of beneficiaries.

The first beneficiaries are English language teacher educators of the institutions in which the pilot and major studies are conducted. The staff of Kotobe College of Teacher Education, the site of the pilot study, and Addis Ababa University who were involved in the study as participants are hoped to gain by experiencing the tenets of modern professionalism [see 2.1.21.] proposed by authorities in the field that this project incorporated in it. The others, the staff and the PhD students of the department, who got the opportunity to participate in the six seminars of this project starting from its inception, too, are believed to have benefited through the awareness that was created during presentations and discussions that may have provoked further readings. Since the issue is continuous PD, a topic related to career or professional life of each teacher, it is highly likely that the staff members as well as the PhD students gained insights from the concepts presented in the paper as well as the research methodology employed.

The other possible contribution is the input of the research in initiating discussions among the research community. On top of giving information to the university on its CPD activities in relation to the English language educators, it is likely to offer some ideas that can provoke discussion within the departments and faculties of the institution in which it is tested because the project is an original research that deals with continuous PD — issue related to the life of all teachers as a means to lifelong learning and a strategy to enhance effective performance. The other universities which run programs of English language teacher education, too, can adapt the lessons gained from this study to their specific context and make the research open to debate among other faculties and departments.

In addition, researching into the possibility of adapting the study to the non-English language teachers will also be another area of further research since all the components of the proposed approach are tenets of modern professionalism acknowledged by scholars in the field. Since reflection and working collaboratively in order to make CPD a life long process is a requirement of modern professionalism (Goodson and Hargreaves, 1996) more research on this practice is likely to help the education system on top of its potential to influence the other sectors. Similarly, it is likely to be a spring board for other scholars who are eager to do further research on this and related topic.

On top of these, AAU, the institution that is on Business Process Re-engineering (BPR) in the teaching learning process, too, and the other universities that desire to bring about change in the actual teaching learning process of their respective institutions through PD are also likely beneficiaries. In addition, MoE that is still planning to conduct HDP with some post-HDP CPD follow-up activities are believed to be the major stakeholders in scaling up this project as one innovative contribution.

Moreover, since the researcher intends to disseminate his findings through educational journals, the policy makers are also likely to read and grasp the idea thereby to incorporate some important concepts of the study in the educational reform of the country as an innovative idea tested and proved to be effective nationally. In the broader sense, the project is hoped to benefit not only the community as well as the institution in which it is conducted but also the education system, the research community and the modern theories of learning that it tries to advocate.

1.7. The Scope of the Study

The research was conducted at the Department of English Languages Teaching of the College of Education of AAU that is re-structured and named as Graduate School of Education now. Although continuous professional development is a broad concept and undertaking that is relevant to all instructors of the institution and elsewhere regardless of their experience and qualifications and despite the fact that the tenets of the proposed approach to CPD have universal characteristics, this study was restricted to one department.

1.8. Limitation

Lack of provision of facilities such as laptop that could have made better options to save more power and use interchangeably during the last year's scheduled and sudden black out, small tape recorders for recordings interviews that were later and transcribed as well as more video cameras to capture more classes in a day to overcome the problem of repeated power failure were challenges. However, the researcher had taken care of these problems in spite of the inadequate fund allocated for this project, 23,000 Birr (about \$1400) by relying on material resources of relatives as well as friends.

1.9. Organization of the Paper

This report has five chapters. The first chapter presents the background of the research, the statement of the problem, the motivation of the researcher, the research questions, the objectives, significance of the study, scope, limitations and organization of the paper. The second chapter is the 'Review of Related Literature' This incorporates diverse areas of the topic under investigation - the 'What and How of Teacher Development'; 'Teacher Education and PD'; 'Models of PD' and "Evaluation of PD Undertakings". In addition, the 'Conceptual Framework' of the proposed approach, A Multi Dimensional Interactive Approach, of which the original name was Collegiality-Observation- Reflection-Appraisal (CORA) to CPD and different forms of teacher education in Ethiopia, are also discussed.

The third chapter treats the research methodology of the major project in which the summary of the pilot study report was incorporated. Besides, different sub topics - the research method pursued, the selection of Cases, the instruments selected and their rationale, the research design, the summary of awareness raising tools and the data management are addressed. The last two chapters are the data presentation and analysis and the summary, conclusion and recommendations respectively. In the analysis, the Cases of the study were presented under two sub topics: holistic and cross case analysis [see details in Chapter 4]. The feedback of the questionnaire was also merged with that of the Cases and presented to provide broad Departmental picture. The self-appraisal and the peer feedback were analyzed. From these data, the last chapter, the aforementioned Chapter 5, was drawn.

Chapter 2: A Review of Related Literature

This chapter is mainly divided into three sub-sections. The first presents some basic concepts in teacher education, teaching profession and professionalism in general and in the ELT in particular in addition to the four teacher education models. The next treats diverse PD models with the possible interaction among them. On top of these, the highlight of the evaluation mechanisms of PD is offered. While some portion of the last part addresses the conceptual frame work of the research, the other deals with the development of different forms of teacher education in Ethiopia – the ‘Pre-service, ‘In-service and ‘On- job trainings. The details are as follows:

2.1. The What and How of Teacher Development: Clarifying Concepts

Some of the terms related to teacher development and the issues of professionalism, the PD of teachers and factors that enhance or retard its effective realization in addition to different forms of PD opportunities are offered below along with the rationale to select the components of the proposed approach to PD.

2.1.1. Teacher Development related concepts: Career, staff and Professional Developments

Since the term teacher development is broad and frequently used with concepts such as career development, staff development and PD, defining each concept and indicating their distinction is important. Accordingly, teacher development is defined as: “professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” and which is “marked by four types of growth — knowledge ... skill ... judgment (all which are classroom related) ... and in contributions teachers make to a professional community” (Stones, 1987: 681). Thus, all actions that result in teacher learning can be considered as teacher development. However, although the aforementioned concepts in the area of teacher development are sometimes used interchangeably in certain cases, they have distinct meanings.

In this regard, the PD is different from career development. The latter refers to, “the growth that occurs as the teacher moves through the professional career cycle; this experiential growth typically conceptualized as occurring in several clearly remarked and sequential stages.” (Villegas-Remiers, 2003:11). Thus, this cycle is divided into different stages ranging from novice to expert. However, PD is an exercise that is undertaken at all stages of development. The model under investigation is, therefore, a PD undertaking that is distinct from career development since it is practiced regardless of career stage.

In addition, PD is a life long process. It is not a kind of duty that can be accomplished with specific on-job trainings. It “is a life long process which begins in the initial preparation that teachers receive (whether at an institute of teacher education or actually on the job) and continues until retirement” (Villegas-Rimers, 2003:12). This concept, for this writer, too, covers a broad spectrum in which some formal and informal activities of teachers that are related to the enhancement of their knowledge and experience are incorporated.

The other writer, Lieberman cited in Day (1999), defines PD of teachers with regard to the process that the teachers are undergoing for a purpose with some rationale that is likely to affect their performance and behavior as follows:

PD of teachers is: the process by which, alone and with others, teachers review, renew and extend their commitments as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching life (Lieberman in Day 1999:4).

Thus, this acknowledges the social nature of learning, critical investigation of experience, concern for clients and diversified growth that can be materialized through interaction with different stakeholders. Thus, PD as a process includes all the activities that are undertaken in the pre and post qualification of the life of teachers with a goal of improving one’s performance.

The other term, staff development, is “the provision of organized in-service programs designed to foster the growth of group of teachers (Villegas-Remiers, 2003:11) “with a minimal accommodation to individual differences” (Dillon-Peterson (1981:12). In writing their distinction, Burke (n.d.), also cited in Bellanca (1995), purports:

Staff development is ‘the effort to correct teaching deficiencies by providing opportunities to learn new methods of classroom management and instruction or to spray paint’ the district with hoped-for classroom innovations ... And even when in-service and staff development plans are called “PD,” ... they often do not ...allow for any personal choice ... does not focus on developing long-term goals and on mediating continuous growth and development to deepen one’s “knowledge, skills and judgment” — (n.d.:3).

Thus, staff development disregards individual preference as well as difference. It also targets addressing identified skill gap or implementation of some innovation unlike PD which is continuous and a life long process.

To summarize, CPD is not an activity that is distinct from and irrelevant to the pre-service training of teachers. Rather, it is its continuity that has significant impact on the teaching/learning process. In relation to the outcome of CPD, England (1998) summarizes the value and impact of CPD as follows: “By viewing PD as a coordinated effort and a life long process from the first days in the teacher education program and extending throughout one’s career, we can look forward to more accountability with better instructional results, higher morale and better working conditions” (England, 1998: 18). Moreover, the truth is “the more professional knowledge teachers have, the higher the levels of student achievement” (Villegar-Reimers, 2003:2). Thus, exploiting all the possibilities that can enhance the professional competence of teachers helps the education system by improving its quality, effectiveness and efficiency.

Accordingly, this approach under investigation, A Multi Dimensional Interactive Approach to CPD, is a PD undertaking that is distinct from staff development. Nor is it the same to career development. The proposed approach aspires to realize practice oriented and sustainable growth of PD that capitalizes on the actual performance of teachers that emanates from interaction among colleagues on their actual classroom performance. “Learning is a social experience, so professional growth is usually fostered through exchange, critique, exploration and formulation of new ideas (Solar, Craft and Burgess, 2001: 54) is attempted.

2.1.2. The Teaching Profession and professionalism

The teaching profession, professionalism and responsibility for PD are given here below:

2.1.2.1. The Teaching Profession

In spite of the agreement on teaching as a profession (Robson, 2008; Hoyle, 1995), the profession had encountered varied challenges that necessitated its adaptation to different circumstances by developing diverse forms of professionalism (Hargreaves and Goodson 1996). In this process, professionalism, a concept “which defines and articulates the quality and character of people’s action within that group” (Hargreaves and Goodson, 1996: 4), or “the quality of judgment and action” (Hargreaves and Goodson, 1996: 7), is discussed by different scholars. This concept developed with changing times resulting in its old and new forms which have their own distinctive features that mark peculiarity between the two.

One of the scholars, Sachs (2004), divided professionalism into two: the old and the new. The old professionalism is characterized by “exclusive membership, conservative practices, self-interest, external regulations, slow change and reactive (Sachs, 2004:10 – 11). Its failure to be governed by professional principles determined by the professional community and its imposition by external authority rather than internal motivation are also some of its marks. The new professionalism, to the contrary, is dynamic. Intrinsically derived and constantly practiced and experimented, the new professionalism is an agent of change and development. Thus, it is called transformative professionalism (Sachs, 2004). In explaining the qualities of professionalism, this writer points out:

Bottery (1996) argues that any version of professionalism must be inclusive of *expertise* (the possession by an occupational group of exclusive knowledge and practice), of *altruism* (an ethical concern by this group for its clients), and *autonomy* (the professional’s need and right to exercise control of entry into, and subsequent practice within, that particular occupation). These three features provide the platform teacher professionalism [all the emphases are the writer’s] (Sachs, 2004: 13).

Thus, knowledge and skills peculiar to the field, ethical requirement of the area and loyalty to it as well as the autonomy or the freedom to choose what is suitable for his/her purpose are some of the considerations of professionalism.

In the attempt to elaborate transformative teacher professionalism, Sachs (2004) who referred to Bottery's (1996), expertise, altruism and autonomy, states five essential ethical features as components of teacher professionalism. These are: an ethic of truth disclosure which demands openness and confidence; an ethic of subjectivity; an ethic of reflective integrity which needs critical observation, interpretation and reflection; an ethic of humility, which considers personal fallibility not as failing but human phenomena from which important lesson could be extracted; and an ethic of humanistic education which accommodates the needs and interests of the learners. Thus, as a profession, teaching demands these ethical qualities.

On top of this, teachers have moral obligation that emanates from their professionalism to engage in reflection. Their responsibility and accountability to serve the interests of their students necessitates their involvement in reflection. This professional obligation that urges the engagement of teachers in reflection improves their 'management', 'pedagogy', and 'decision making' fosters the accomplishment of their moral obligation. Moreover, their obligation to develop their 'practical knowledge' through personal as well as interaction with others obliges them to involve in reflection (Eraut, 1987: 736). Thus, the moral purpose of teaching necessarily links reflection with professionalism. This in turn makes reflection an indispensable component of effective PD (Pollard, 2002: 345; McLaughlin and Oberman, 1996: 203).

Furthermore, Day and Sachs (2004) divide professionalism into democratic and managerial and assert the characteristics of these forms of professionalism. They indicate that the qualities of democratic professionalism are professional driven; governed by professional regulation; complements or moves beyond reform agenda; targeted PD; being collegial or professional process; and, activism. To the contrary, managerial professionalism is characterized by system driven; external regulation; derives from reform agenda; has political ends; competitive and market driven; and, control or compliancy (Day and Sachs 2004).

Besdes, Hargreaves and Goodson (1996) commented about the development of professionalism and its types. In their writing about current debate about teacher professionalism and professionalization, they elaborated five different often overlapping discourses which carry dissimilar connotations of what it means for teachers to be

professionals and added one more criterion of their own. These discourses are called classical professionalism, practical professionalism, extended professionalism, and complex professionalism” (Hargreaves and Goodson, 1996: 4) from which they sketched the sixth — postmodern professionalism.

Hargreaves and Goodson (1996) also expressed the characteristics of these forms of professionalism and said that they also have overlaps. Accordingly, focus on practical and technical knowledge; the knowledge the teachers have about curriculum materials development and subject matter teaching strategies; ‘collaboration, peer coaching, team work, mentoring, PD which they called ‘hallmarks of new professionalism; building culture of professionalism in schools and school districts due to the complex nature of the profession that emerged in course of time; and the demand of tasks that need more problem solving, cooperative learning strategies and higher order thinking mark the distinction of the discourses of this professionalism respectively. From these they derived their sixth category, postmodern professionalism, which they described as follows:

Teacher professionalism should also mean in a complex, postmodern age ... increased opportunity and responsibility to exercise discretionary judgment, ... opportunities and expectations to engage in with moral and social purpose, ...commitment to working with colleagues in collaborative cultures ... occupational heteronomy rather than self protective autonomy .. a self directed learning and struggle for continuous learning ... the creation and recognition of high task complexity with levels of status and reward.

In spite of the distinction between terms such as new, modern, democratic and postmodern professionalism, therefore, common and basic characteristics that can be categorized under modern [to use simple term] professionalism can be extracted. Among these, the development of collegiality and collaboration that can break teacher isolation or individualism (Day 1999) that is masked under teacher autonomy is one. Parallel to this is the development of reflective practice that emanates from the desire to know and share and which requires confidence and open mindedness. Equally important is concern for and commitment to undertake continuous PD for self and others. Generally, since the educational reform in England, it is agreed that contingency, pragmatism, constructivism, skepticism, reflexivity and collaboration are the required qualities of modern professionalism (Sharon, 2009).

2.1.2.2. ELT

English language teaching is a field which evolved as a profession. This profession is showing significant move towards a new direction in the last thirty years. This is revealed in the increase of challenging and fascinating work the teachers and the students are experiencing. With the ‘evolving of the profession, the concern it demands has increased. The classroom practice also necessitates further scrutiny, ‘analytical approach’ to the communication needs of learners and their favorite leaning styles that turns the classroom into a more ‘dynamic’ context of leaning. In such a context, interaction is heightened and knowledge construction is facilitated. As a consequence, the role of the student and the teacher develops into a partnership in which both will be responsible for the learning process (England, 1998).

This recently evolved profession, therefore, has peculiar as well as general urging factors that make its PD essential. The expanding role of English among the non-native speakers much more than that of the native speakers and increasing number of teachers that this expansion demands; the increasing research in the field of second language learning; the ‘fading’ of the demarcation between academic and professional work that rather fostered the link and growth between them; the desire of English language teachers to enhance their PD so as to discharge their duty effectively and efficiently to satisfy their clients’ needs; and the benefit that the field itself attains from the teachers who are in the profession that is likely to assist program directors (England, 1998: 18), are factors that necessitate the PD of this profession. Hence, it is this rationale, desire and area of the profession the system demands that this Multi-Dimensional Interactive Approach tried to address in the process of its exploration and testing.

2.1.3. Responsibility for CPD

In the modern world in which change is a norm, education is not exceptional. Nor are teachers excluded from this reality. Hence, the education system of a country should create a mechanism in which all the teachers involve in continuous PD. This enables them to be effective and efficient so as to address the demands of the change effectively. In spite of the diversity of the options for PD, the responsibility to undertake PD is shared among three major bodies — the teachers, teaching teams and institutions.

For some, the responsibility for developing oneself professionally rests upon the teacher (Holly and McLoughlin, 1987; Hargreaves and Fullan, 1992). In the rationale to make the teachers, individually and collectively, responsible for their PD, Hargreaves and Fullan, who advocate self-directed PD, point out the following:

First we must recognize that adult development is voluntary.... Second, each teacher is unique in important ways, it is impossible to create a single, centrally administered and planned program of PD that will meet everyone's needs and desires.... Third, I advocate self-directed PD because I think that is the way that the best teachers already operate (Hargreaves and Fullan 1992:77).

In line to this is, "Almost by definition, reflective teachers think about their own performance and progress and that of their pupils, and take responsibility for their own ongoing development (Pollard, 2002: 412). Thus, this development addresses teachers of all levels and types – the novice and the experienced. The experienced teachers have also to involve in the process of learning through questioning their own practice and reflecting upon it. These teachers are also expected to construct their own knowledge from their regular practice that exposes them to diverse needs and interests that they encounter in the context of their teaching. McLoughlin and Milbrey (1996) highlight the following in regard to teacher learning:

Just as students learn through active inquiry, social interaction, and personal reflection, teachers learn to teach in a constructivist manner by experiencing constructivist learning themselves. As they apply these leanings with their students, they learn even more about teaching because the very process of constructivist teaching provides numerous opportunities to gain new knowledge (1996:28).

Besides, international experiences also indicates that teachers of higher education are also expected to demonstrate some values pertinent to taking care of one's PD. In England, for instance, the Institute for Learning and Teaching in Higher Education's (ILTHE) scheme for higher education asks them to demonstrate commitment to explore more about teaching in general as well as their own disciplines in particular; to work for the development of multifaceted learning communities; to encourage participation in the higher education and for the equity of this opportunity; to continuous reflection and evaluation that leads to their improvement and to offer and respect and work towards developing and empowering individual learners (Baume and Kahn, 2004: 135). In this regard, therefore, the responsibility of the teachers for their development is of a paramount importance.

Regardless of their differences, therefore, PD undertaking is an issue that has to be considered and strive for by all teachers of all levels. At all stages, collaborating with others and reflecting on one's experience with an intention of transforming practice is of paramount importance. Factors that make it the responsibility of the individual are the moral as well as professional obligation of the teacher has to serve the interest of his/her clients, to regularly assess and review one's knowledge and skills so as to tune it with the contemporary theory and practice through reflecting upon it, to improve one's organization and to contribute for the development of one's profession in the society (Day, 1999:57).

The other category to take the responsibility of PD of the teachers is the teaching teams that are the collaborative efforts of groups of teachers. "Teachers and teaching teams need to contribute effectively to the continuous improvement of quality by evaluating their own practice, by identifying opportunities for personal PD and by participating in programs of PD" (Gray, Graffin and Nasta ,2000: 232). Accordingly, the professionals are expected to develop concern as well as practice of developing their profession and professionalism not only individually but also collectively as a team.

Others, however, share the responsibility for PD between the teacher and the institution for which he/she serves. Day (1999), for instance, emphasize that continuing PD is a joint responsibility; i.e., the responsibility of the individual teacher and the organization. Quality organization that is accountable for the realization of continuous PD has also distinguishing features out of which one is concern for the PD of its staff. These qualities are: sustaining an appropriate climate; serving the interest of its clients; supporting and developing its staff, looking for opportunities to improve its policy and practice continually and reviewing, evaluating facts about its quality, effect and impact (Eraut in Day 1999). Robson (2006) refers to Carroll (2003) to indicate the importance of institutional responsibility to facilitate conditions for reflection so that the teachers undertake reflection as follows:

Although good practice is essentially the product of reflection and self assessment, it will rarely emerge directly from something being done for the first time. Thus, an appropriate institutional climate is needed for teachers to experiment and to learn from their mistakes. In this analysis, good practice becomes as much an organizational concern as a personal one.

Accordingly, unless institutions take the responsibility of facilitating situations, development through reflection is less likely to occur or is impossible. Thus, it can be concluded that continuous PD will be effective when the individuals who are taking part in the process and the institutions in which they work act cooperatively for the betterment of their program.

2.1.4. Knowledge of PD and Factors influencing It

Although knowledge serves one general purpose, improvement, it can be realized in different forms and influenced by diverse factors. McLaughlin (2002) points out three different kinds of knowledge in relation to the knowledge teachers need to improve their practice that is likely to lead to teachers' learning and change. These are knowledge for practice, knowledge of practice, and knowledge in practice. The first one refers to formal theory that is derived from research conducted by scholars. This includes other theories as well as new theories of instruction such as reciprocal teaching, cooperative learning or peer instruction. This knowledge emanates from outside the context of classroom or the school as a result of research finding conducted in a different setting but serve to contribute in this context.

The second, knowledge of practice, is not a formal knowledge the teachers are learning. Nor is it a knowledge that emanates from their practical action with an intention of transforming the action itself. This knowledge is created when the classrooms and schools are becoming center of inquiry but this time in broader social and political issues such as equity, the nature and trend of the achievements of the students, and the future support the students are receiving from the schools. This kind of knowledge could be initiated either by the teachers themselves or evaluators from outside the school or other researchers that are working with the involvement of the teachers or alone (McLaughlin, 2002). Thus, this category of knowledge is originated when inquiry into the actual classroom practice is extended to the broader context of schooling through the quest of the teacher or external body.

The third category of knowledge, knowledge in practice, is the one that originates from the actual classroom practice of teachers and that targets improving this practice through reflection on it. Under this category, he included action research and the other forms of 'classroom-based' inquiry which is individual knowledge. The driving force for this kind of knowledge is

person's motive to gain knowledge by questioning one's action. As a result it is called practical knowledge (McLaughlin, 2002).

Thus, 'knowledge in practice' emerges from scrutinizing one's practice or further understanding. In relation to the model under investigation, therefore, the third category of knowledge is of major concern since it capitalizes on investigating one's practice with an intention of transforming it. However, it should be recognized that the background of the teachers that is developed through knowledge for practice has the potential to interact with and influence knowledge in practice.

Whatever form of knowledge is addressed, however, PD, as any process of learning, is influenced by different personal and external factors. While the personal refers to those that are related to the teacher such as cognitive, career and motivational development, the external is viewed from two dimensions: those related to the context in which the teachers live and their work situations. The society, community, the school, the department and the classroom as well as the task undertaken to realize teacher development come under the external factors (Sachs 2004).

In an attempt to strive for knowledge, however, one component of the internal factors, motivation, can facilitate or hinder the success of PD. Some writers emphasize the influential power of motivational component in the process of realization of PD and state that it is less likely to be attained in the PD undertakings of wider scale. As a factor to boost this internal factor, motivation, therefore, involving teachers in the process of decision-making of the PD initiative and process is important. With this regard, it is pointed out that:

The best professional learning would capitalize upon and consolidate intrinsic motivation, which would suggest that teachers should have some scope to choose what to learn, when and how. This is not possible in times of system-wide change where government imperatives drive professional learning (McCulloch, Helsby and Peter 2000:83).

This substantial requirement of PD, therefore, a requirement that the proposed model under investigation fulfills for it is derived from the participant teacher him/herself.

Moreover, West-Burnham and O'Sullivan (1998: 65), explain the variables that influence teacher development in four different categories. These are: the learner, activity, resources and school improvement strategy. The learner refers to the experience of the person involving in the process; personal motivation; individual learning preference or learning style; the perceived need; the role of the learner in the process and the development strategy. Similarly, the activity is related to the availability and the appropriateness of the type of learning technique designed or desired to be undertaken. The other component, resources, are about the existence of time for the undertaking and suitability of its selection; the nature of the colleague; the expertise deployed and the finance available. The last, the school improvement strategy, refers to the developmental strategy of the institution that is clearly and explicitly stated and also which is shared among its members. This strategy should make individual learning programs purposeful by making them not only in congruence with but also merging it with the programme (West-Burnham and O'Sullivan, 1998: 65).

Moreover, Ashdown (2002) argues that PD can be frustrating if it is not perceived as a learning opportunity and if it does not avoid uncertainty over the circumstances that are attached there with it. This conclusion derived from her PD project is stated as follows:

[When not] viewed as an opportunity to increase knowledge and skills ... [But rather] feelings of incompetence and failure surface, scapegoating and resisting may be one way to resolve that conflict ... Uncertainty over the nature of troublesome situations, over what is to be done and by whom, or over criteria for performance, increases individual feelings of defensiveness and anxiety - - - by attributing it to a simple cause-effect relationship (Ashdown, 2002: 126).

Thus, when the developmental situation fails to recognize the participant as a competent professional but rather imply inadequacy, its success is less likely. However, these diverse obstacles to PD are likely to be minimized by effective nurturing of important requirements of PD. These are “developing norms of collegiality, openness, and trust; creating opportunities and time for disciplined inquiry; providing opportunities for teacher’s learning content in context; and creating and supporting networks ... [and] collaborations. (Lieberman (1994); Villegas-Reimers (2000: 120). These are the processes that the proposed approach assumed in facilitating reflection and creating collegial environment that materializes PD.

2.2. Teacher Education and PD

Though teaching has a long history and strong background, the concern this profession attained and the development it arrived at passed through different process of distinctive features and stages. In spite of its initial conception as an occasional work undertaken during the winter time to teach children at home for the offer of food and living room the teacher is provided for, it was later recognized as a job that needs formal training. This new perception is recognized in the 1880s, specifically by the opening of normal school in 1839 (Lemlech, 1995). The rationale for training teachers is that “Teacher education is based on the assumption that students will eventually teach in the way they were taught (Zulkuf and Trombly 2001: 28). However, this view was also refuted later. In this developmental process, therefore, different models of teacher trainings were exercised. The following sub-section treats these models.

2.2.1. Models of Teacher Education

Teacher education systems follow different paradigms of teacher preparation that are dictated by diverse philosophies of education. While some of the scholars group teacher education into three broad categories that are governed by distinct theories of learning, others divide them into four. In regard to the overall development of teacher education and different trends that developed in this system, Korthagen (2001) referred to Zeichner (1983) who distinguishes it into four paradigms. One of this is the traditional craft which views teacher education as a process of ‘apprenticeship’ in which skills are attained through imitational practice (Korthagen ,2001; Wallace, 1991: Hailom, 1993). Wallace (1991), who divides models of teacher education into three — the Craft, the Applied Science and the Reflective models, perports the Craft Model as follows:

The wisdom of the profession resides in an experienced professional practitioner: some one who is an expert in the practice of the craft. The young trainee learns by imitating the expert’s techniques, and by following the expert’s instruction and advice--- By this process expertise in the craft is passed from generation to generation (1991:6). (See also Hailom, 1993).

In this process, the trainees are expected to follow footsteps the ‘master’ teacher whom they are expected to model. They are also strictly following the guidelines in the course books and

the syllabus imitating the trainer performing his/her duty and considering the way this trainer does his/her task as a basic requirement of the performance to be learned (Wallace, 1991).

The other is the behavioristic teacher education (Korthagen, 2001), that capitalizes on the development of pre-identified observable teaching skills that are hoped to realize the desired teaching behavior. In this model, which Wallace (1991) defined as the Applied Science Model, knowledge is transmitted from the ‘most knowledgeable’ person who is said to be an expert in the field to the trainees. Wallace (1991: 9) illustrates this model as follows:

In its extreme form, this model is essentially one way. The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant areas--- Indeed, almost by definition, as the professional science develops it brings about changes in the practice element. However, these changes can be established only by those experts in the knowledge or experimental base, and not by the ‘practitioners’ themselves.

Thus, theory developed in the external context is made to forge the actual practice. Nonetheless, this model “downgrades the value of teacher’s expertise derived from experience” (Wallace, 1991:6). Since it is a transmission approach to teaching and learning, it sees “pupils as fixed entities and uncritical recipients of knowledge ... and teach knowledge about subject matter and pedagogy without connection to practice” (Tatto, 1997: 219). (See also Korthagen, 2001, Hailom 1993).

Moreover, this model, also known as the transmission approach, is characterized by a lot of factors. These are: technical rationality which was demonstrated by the widespread acceptance of newer forms of competency-based teacher education, the testing of teachers, apprenticeship-based clinical teacher education and system’s management approaches to curriculum development (Korthagan, 20001). In addition, behaviorist psychologies and the nature of national accreditation and the state licensing requirements or the other forms of competency-based teacher education expressed as research-based teacher education (Smithy, 1987: 20) are also its characteristics. Moreover, performance-based teacher education (Lemlech 1985 and Hausten 1987) is also grouped under this domain.

In describing the rationale and governing principle of competency based teacher education from other angle, (Elliot 1993) looked at it from the social market perspective. He said,

“Education is essentially viewed as a production of technology governed by ‘product specifications’ in the form of tangible and measurable targets, and accountable for its effectiveness in matching those specifications to individual consumers who have the right to exercise choice over which products they buy (Elliot, 1993:23). According to this market ideology, the rational mind that critically looks at the context so as to understand the desired objectives and that aspires to discover the educational values and principles beneath these objectives has little significance. The aim of education is also perceived as a product meant to satisfy the needs of the consumers regardless of their nature and values as long as they are desired by the society — ‘Social market place’. It is only restricted to accepting the stated values rather than questioning it (Elliot, 1993: 23).

Similarly, Lemlech (1995), who writes that American education is based on “transmission of knowledge rather than on interpretation and critical analysis” (1995:78), asserts about the retarding effect of the transmission approach on reflection as follows:

When society generally perceives teachers as technicians whose main role is to transmit knowledge to their students, the act of reflection (questioning) on the part of teachers could be viewed as subversive. In addition, when professional knowledge is perceived as coming from sources outside of the teacher (Sparks-Langer and Colton, 1991; Smith, 1981), there is no role for reflection (1995:78).

Thus, the process of developing critical mind that can analyze and interpret the context of operation so as to theorize and construct knowledge is hampered. Accordingly, it is argued that the impact of competency based teacher education in following pre-determined path and goal affected the development of prospective teachers by disregarding actual context and practice. These scholars purported that evidences indicate that this objectivist perception of knowledge, a view that externalizes knowledge from its context of creation, has affected the teacher education systems internationally including USA. As a consequence, prospective teachers perceive knowledge as something that is not constructed and maintained in the process of human interaction with the context or environment but detached from it (Smyth 1987).

With regard to the growing and declining phases of the transmission approach, competency based teacher education, Houston (1987) writes that it was ‘highly visible’ and ‘hotly

debatable' in the 1970s and described its influence till its tilting down in the history of America's teacher education as follows:

The CBTE movement also referred to as performance-based teacher education (PBTE), was spawned in the late 1960s, supported by grants from Federal, private, and state sources, lauded as the most effective process to prepare teachers damned as a mechanistic approach, and employed nominally for several years by over 400 institutions. By the end of the decade, the term itself was less frequently used in teacher education, but the concept pervaded practice (Houston 1987: 81).

Concerning PD, this model of training also recommends CPD but different in perception and practice from what this approach under investigation, the Multi-Dimensional Approach, aspires to attain and execute. In this objective or applies science mode, regular development of these skills in line with the demand of the existing system is important since learning to teach is considered as mastering new skills that enable the learner remain competent producer in the 'production system of education'. To this end, functional analysis is conducted so as to prepare detail specification of the desired training after the training needs identification. Then, trainings that can be assessed at the end will be provided to realize the desired development. For the successful accomplishment of this process, therefore, performance appraisal plays a vital role. In general, "From the perspective of social market, ideology continuity is the responsibility of the production unit, i.e. the School" (Elliot 1993: 25).

On the other hand, Vallin and Alan (1998) indicate that the Craft and Applied Science models are not contrary to one another despite their distinction. "Craft and scientific knowledge are not necessarily opposites. Rather, the scientific mode of thinking originated in the medieval crafts when observation and experimentation were used to solve the problems of practice" (Vallin and Alan, 1998). In addition, reflection has no significant contribution under the two paradigms. (Korthagen, 2001).

The remaining two, which have some similarities and differences that categorizes them under two different paradigms, are the affective (Anderson and Ching, 1987) or personalistic (Korthagen, 2001) and the reflective models. They are explained as follows:

The [third] is *personalistic* teacher education, focusing on the psychological maturity of prospective teachers, and "emphasizes the reorganization of perceptions and beliefs over the mastery of specific behaviors, skills and content

knowledge”.(p.4). The fourth approach is *inquiry oriented* teacher education, “which prioritize the development of inquiry about teaching and about the contexts in which teaching is carried out” (p. 5). (Korthagen , 2001: 53).

The affective or personalistic is explained as a teacher education model that focuses on the psychological maturity of the trainee in which his/her attitudes and feelings are given priority (Korthagen (2001). In the affective teacher education “quite frequently, three classifications of goals are suggested: teacher knowledge, teaching skills (both pedagogical and interpersonal) and teacher feelings and self-awareness. “More recently, however, these programs have begun to address interpersonal and human relation skills” (Anderson and Ching, 1987: 83).

Furthermore, unlike the previous teacher education programs which focus on the knowledge and skill, this model addresses the areas of teacher feelings and self-awareness that the others have neglected. In expressing this, Anderson and Ching (1987) assert:

The traditional undergraduate teacher education programs, replete with an emphasis on knowledge about educational psychology, school and the social order, and methods and materials are frequently given as examples exclusive focus on teacher knowledge. Similarly, the recent emphasis on performance-based and competency-based teacher education programs is cited as support for the exclusive support on teaching skills. ... All these programs are believed to neglect completely the area of teacher feelings and self-awareness (Anderson and Ching, 1987: 83).

Thus, the intrinsic components of the person are suggested to be the foundations for the designing of programs for the affective teacher education. It is also indicated that the teacher education of this program gears learning towards affective factors. “Affective education seeks to enhance students’ growth in attitudes, interests, characters, values, and other areas within the social emotional domains. It is apparently demonstrated in programs such as moral education, conflict resolution, social skills development, self awareness and other related areas” Patrice and Nancy, 2009: vii).

The other model which Wallace (1991) indicated as the third, the Reflective Model, is contrary to the transmission model. It believes that knowledge is social construction of the learners as a result of their interaction with their immediate environment. Thus, it is a ‘constructivist’ approach in which “Knowledge is constructed by a community of learners and the teacher is a facilitator in the learning process” (Tatto, 1997: 219). The reflective Model “Emphasizes the

fact that people seldom enter into professional training situations with blank minds and/or neutral attitudes. This is especially true of the profession of teaching, where the trainees have been exposed to the practice of the profession either willingly or unwillingly, during the most impressionable years of their life” (Wallace 1991: 50). This background, therefore, helps understanding and interpreting the learning as well as the context in which it is conducted.

This model, in other words, unlike the research based teacher education which has a philosophical foundation of positivism and that views PD as mastering of pre-specified ends that are devoid of context, considers the view ‘teacher as researcher’. It is also called the practical science model (Korthagen, 2001). The features of this approach are the need to respond to the ‘unstable and discontinuous’ social reality; the challenging situation professionals encounter in their attempt to satisfy complex and unpredictable needs of their clients; the desire to develop intelligent professional practice that enables them to offer appropriate solution in the face of uncertainty; to enhance the potential of proper understanding of contexts that is likely to materialize wise professional judgment that is developed and stored through time by systematic reflection undertaken in the process (Elliot, 1993:67).

With regard to the qualities of activities of teacher education program that is based on notions on reflective practice, Korthagen (2001) purports that it has to aspire to develop the potential of teachers to critically scrutinize, discuss about, evaluate and alter their own practices; to implant and advance the ability of teachers in recognizing, appreciating and analyzing the broader context in which they are teaching; to capacitate teachers to appraise their own classroom practice through critical investigation of the context of teaching and thereby leading to questioning their own belief about teaching; to encourage and develop the knowledge and skill required to undertake their own professional autonomy; to lessen the difficulty of developing their own theory about their own classroom practice through understanding and developing basic principles about their own classroom practice; and to empower teachers to contribute for the betterment of education in their future course of action (Korthagen 2001:52 -53). Thus, it could be deduced that teacher educators performing in such context are also expected to be endowed with these qualities to be lifelong learners and lay strong foundation for their trainees.

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Some writers, however, state that though competency-based teacher education is perceived to be wrong, the mere listing of competencies does not make a program a competency –based and lead to a failure. In the process of designing courses, for instance, the listing of competencies is perceived as acceptable among some writers who believe and accept that the reflective practitioner model is the right model and who also equally accept that this reflective model is incompatible with the competency model. This is stated as follows:

During the 1990s, statements of competence were increasingly being used as a basis for the assessment of professional practice in many fields ... Even though ‘reflective practitioner’ and ‘competence based’ approaches are sometimes seen as incompatible, many ... adopted a ‘reflective practitioner’ model were among those that reported using competencies in their profiling system or for other purposes (Furlong et al., 2000:42).

In relation to this, Bridges (1996) also claims that the acceptance of competency-based program aiming at practical competence will not make a program necessarily deficit. He points out that there are reasons for looking at the notion of competence-based education and training. “These relate to the conditions under which someone is judged to be qualified either to enter an educational or training program or a particular profession or form of employment” (Bridges (1996) in David (2003:360). Thus, these reservations need to be noted.

From another perspective, these four paradigms of teacher education can be divided into two broad categories depending on the role reflection has in the education process (Korthagen, 2001). In the first category; namely, the traditional craft and the behavioristic models, the value of reflection is negligible. In both, the content desired to be covered can be specifically identified and determined before hand. The pre-defined body of knowledge in a given educational context is believed to materialize the attainment of the required competencies by the prospective teachers. To the contrary, in the second; namely, the personalistic and the inquiry-oriented, reflection has power to shape and change circumstances. In this case, the prospective teachers actively involve in the process of construction of content of teacher education programs. As a result, therefore, reflection plays a decisive role in the process of transforming experience into a ‘dynamic’ knowledge. Both the latter paradigms ‘aim at an ongoing process consisting of experience, looking back on experience, analysis, and reorganization’ (Korthagen, 2001: 53).

Nonetheless, the personalistic and the inquiry oriented models have some differences in spite of the fact that they share one basic theory of knowledge that governs reflection and some of its basic tenets in common.

The two differ in the extent to which internal and external factors are incorporated into this process. The personalistic paradigm stress the importance of the role of perception (Combs, Blume, Newman, & Wass, 1974) and self-actualization (Joyce, 1975, p.134), whereas the inquiry oriented paradigm focuses on contextual influences on the teaching-learning situation (Korthagen 2001: 53 – 54).

In general, despite the similarity of purpose within their distinctions, the effects of these paradigms differ in producing the required end result. From these explanations and justifications, therefore, the reflective model is considered to be appropriate for the PD of teachers since it allows construction of knowledge through scrutinizing practice. Since the process involves the students in interaction with the context of the training, it is likely to lead to PD of teachers by developing the skill of critical reflection thereby materializes their PD effectively. “The teacher education programs must develop student’s analytical skills and conceptual tools to reflect critically on and inquire about different ways of learning, different ways of producing knowledge, their own experiences, and the organization of schooling and society” (Kaplan and Roy, 1996: 107).

2.2.2. Role Teacher Educators in Laying Foundation for CPD

In the process of discharging their responsibilities, the teacher educators play a great role in laying foundation for the advancement of basic knowledge and skill of critical thinking and reflection that can be utilized later for the realization of sustainable PD. Since “Teacher educators have the responsibility to prepare teachers right from the start to adopt a developmental perspective” (Head and Taylor, 1997:134), therefore, the teacher educators themselves should be reflective. Parker (1997), who quoted Schon’s (1983) assertion of the importance of critical investigation of each particular context, expresses:

Instead of relying on established theories and techniques, she [the reflective teacher] ‘constructs a new theory of unique case’. This inquiry ‘is not limited to a deliberation about means which depends on a prior agreement about ends --- but defines them interactively’ within the teaching context (Parker, 1997:34).

Similarly, Kaplan and Roy suggest that, “teacher educators must be prepared to show new teachers how to structure their classes so that students are not merely allowed but required to bring in and share their prior knowledge and experience as it bears on practical subject matter” (1996: 31). Thus, “As the work of teacher-educators has a strong influence on the work of teachers, they should model and illustrate a variety of teaching methods, techniques, and processes” (Villegas- Reimers, 2003: 138). In teacher education, therefore, “the role of the teacher trainer(s) is not only significant but also decisive” (Hailom 1993: 246).

As a result, professional associations have some expectations from teacher educators that go beyond personal as well as government needs in some countries. In UK, for instance, the Staff and Educational Development Association (SEDA 2003) states some expectations of commitments from those who support learning in higher education. These are: understanding of how people learn; scholarship, professionalism, and ethical practice; working in and developing learning communities; working effectively with diversity and promoting exclusivity; continued reflection on professional practice; and, the development both of people and educational processes and system” (Sharpe, 2004: 135 – 6).

Likewise, realization of reflection expected from the student teachers is also expected to the outcome of the reflective status of the teacher educators. “Reflective, self-directed learners would seem to imply reflective, self-directed teachers; it would certainly be inconsistent for not-reflective teachers to encourage reflecting in classes” (Nunan and Clarice 1996:121). “Reflective teaching involves a willingness to engage in constant self-appraisal and development, which among other things, imply flexibility, rigorous analysis and social awareness” (Parker 1997: 31). By doing so, teacher educators influence their trainee teachers and plant a seed that can germinate in the future. To this end, their constant appraising and updating of oneself is vital.

Thus, “the important aim of the reflective approach to teacher education is to empower teachers to manage their own PD (Wallace 1991: 166). By so doing, “For a long term PD, education can provide the confidence and knowledge to continue to reach and to grow” (Head and Taylor 1997:135). Thus, it is the seed of the reflective potential that the teacher educators implant that later develops and sustains career long professional growth.

2.3. Models of PD

Since teacher learning has long experience, it has diverse forms that are executed and developed over time. For instance, Villegas- Reimers (2003), who reviewed international literature on CPD, groups models of PD into two major categories— Organizational Partnership Models and Small Groups or Individual Models. While the first one has wider coverage such as PD schools, other university-school partnership, other inter-institutional collaborations, school networks, teachers' networks and distance education, the latter is narrower in scope. It incorporates supervision: traditional and clinical; students' performance assessment; workshops, seminars, courses, etc.; case-based study; self- directed development; cooperative or collegial development; observation of excellent practice; teachers' participation in new roles; skills- development model; reflective models; project based models; portfolios; action research; use of teachers' narratives; generational or cascade model and coaching or mentoring (2003: 69-70). Similarly, West-Burnham and O'Sullivan (1998) and Blandford (2000) recommend most of the second option suggested by Villegas-Reimers' (2003), the Small Groups model as PD options.

Although Villegas- Reimers' (2003) models are stated independently and can be treated one by one, they are intertwined. Their relations and distinctions are asserted as follows:

The first describes models that require and imply certain organizational or inter-institutional partnerships in order to be effective. The second group describes those that can be implemented on a smaller scale (a school, a classroom, etc.). Many of those in the second group have been identified as techniques rather than models of PD. In fact, many of the models in the first group use the techniques listed in the second group (Villegas-Reimers, 2003:70).

Hence, despite the excess options CPD has, this project attempts to be selective for its execution. Accordingly, the models that are implemented in small scale or individual bases are opted. The rationale for the selection is their suitability for effective implementation, monitoring, and evaluation of the PD activities as well as their likelihood of addressing the individual developmental needs that enable the participants critically scrutinize into one's actual practice and learn from it in the work context by reflecting on the work itself through collegial interaction. In addition, out of the many options in the small group, the ones that

literature reveals as better alternatives to generate learning opportunities and have the possibility to be accepted positively, but which are felt to be unexploited, were chosen. While the details of the components of the proposed model are presented as sub topics below, the others are elaborated with the justification of their exclusion in this section.

2.3.1. Collegial Development Model

Distinction and similarities between concepts related to collegiality, development of collegiality and factors influencing it as well as its forms of realization are presented. In addition, the other forms of collegiality which were not considered for this proposed approach are addressed with justifications for their exclusion below.

2.3.1.1 Clarifying concepts collegiality, collaboration and cooperation

In using the concepts collegiality, collaboration and cooperation, it was observed that they overlap at times and also serve for distinct purposes in other situations. Thus clarifying their meanings and contextualizing their use in relation to this research is important. One of these terms, collegiality, is defined, “more than the friendly exchange of materials, lesson ideas, and emotional support when one has a difficult day ... [It] is professional relationship for the purpose, service and accommodation through the mutual exchange of perceptions and expertise” (Lemlech, 1995: 151). Accordingly, collegiality indicates that both sides of the interaction process are equally beneficiaries since their relationship is mutual.

Moreover, the other terms, collaboration and cooperation, are differentiated despite their interchangeability in some situations.

Collaboration involves joint decision-making, requires time, careful negotiation trust and effective communication — all parties are learners in which the outcome is improved professional dialogue. For cooperation, role boundaries and power are left unquestioned and reinforced through formal and informal structures. There is little mutual learning in what is in essence an expert-client type relationship, where the benefits are more one-way, that is, in the interest of those who have most to gain. (Sachs, 2004:33)

Accordingly, cooperation is distinct from collaboration since power relationship is maintained in the case of the former. In cooperation, there is little mutual support and as a result both

parties may not equally be beneficiaries. Though Encyclopedia of Teaching and Teacher Education writes “cooperative PD is a term used by Glatthorn (1987) to describe the model of collegial development”, the idea that indicates that the concepts cooperative and collegial are equivalent, this study recognizes them as dissimilar in line with the aforementioned definition of Sachs (2004). Thus, it is believed that the terms collegial and collaboration have meanings of mutual support in which both parties are beneficiaries without any power relationship between them. Thus, the terms collegiality and collaboration are used interchangeably in this study. They can even merge in the type of relation that Hargreaves (1994) calls collaborative collegiality retaining the same meaning.

2.3.1.2. Developing collegiality

The process of developing collegiality is the result of diverse factors that could be attributed to personal as well as external. Collegiality as a skill or a quality is not only the result of training; most of all, it requires changing or at least influencing the culture of the institutions. As it has been reported in some cases, while regular in-service training programs helped to up-to-date teachers with content knowledge of the curriculum, improve their classroom organization skills and enhance their classroom leadership roles, they were not enough to break the isolation of teachers (Day, 1999).

Others also express that collegiality is not a state of relationship that is built over night. Nor is it a relation in which desire alone changes behavior and brings effect (Lemlech, 1995). It rather needs skills that depend on the belief of mutual support and interest which make the collegial relation fall on a continuum. Lemlech (1995) indicates:

There are skills associated with the ability to be collegial. These can be described as being able to recognize other's proficiencies; demonstration of one's own expertise through teaching and /or professional knowledge; the ability to coach, support, and provide consultant services to others; and the recognition that one can profit from the expertise, coaching and support of others (Hertzog-Foliat and Lemlech, 1993). (Lemlech, 1995: 151).

Accordingly, open mindedness to learn from and to share to others, trust and confidence towards others, the courage to show one's caliber and belief on mutual bases are important.

These create collegial culture in which PD can be materialized through creating critical friendship among teachers. Day links collegiality and critical friendship as follows:

Critical friendship can be a means of establishing links with one or more colleagues to assist in the process of learning and change so that ideas, perceptions, values and understanding may be shared through the mutual disclosure of thinking and practice, feelings, hopes and fears. The results of these kinds of interaction, if successful, will be deeper levels of reflection, experimentation, and greater potential for change and higher teaching standards (1999:101).

In addition, role and process of critical friendship in creating a better learning opportunity is also described by Little (1982) cited in West-Burnham and O'Sullivan (1998: 102):

Teachers engage in frequent continuous, and increasingly concrete and precise talk about teaching practice ... By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspectives on the business of teaching ... (p. 331) (West-Burnham and O'Sullivan, 1998: 102).

Thus, critical friendship, if successfully created, therefore, can materialize the interaction of the components of this proposed model in the platform of its joint action with the other components. Day stated, "collegial cultures and critical friendship are central to the successful promotion of continuing PD, and appraisal schemes which support rather than erode teacher autonomy and which encourage teachers to respond positively to change" (1999:102). Farrell (2003: 18) also says, "The friend can provide another set of eyes that both support and challenge us to get at deeper reflections of our teaching." "That is why critical friendship is also known as a teaching partnership. What distinguishes it from coaching is that it is a peer and reciprocal relationship but again it is ongoing and the relationship subsumes the analysis and meeting of needs (West-Burnham and O'Sullivan, 1998:101)." Hence, capitalizing on the notion of critical friendship and exploring all the possible options that can realize collaboration among teachers creates a context in which collegiality and reflection merge to foster effective CPD.

This central idea of this Multi Dimensional Interactive Approach to PD is, therefore, using peer as a critical friendship in the process of realizing the desired collegial interaction. In its entire efforts this project, therefore, attempts to put subjects on equal footing despite their difference

and also tries make the participants understand their role in this sense. In other words, the attempt of the study is to create peer conversation that is likely to develop critical reflection. “Peer conversation suggests new possibilities for our practice and new ways to analyze and respond to problem. Colleagues can open up unfamiliar avenues for inquiry, and they can give us advice on how they deal with the problems we’re facing” (Brookfield, 1995: 141). These were what the approach under investigation envisaged.

However, the distinction and relation between contrived collegiality and collaborative collegiality should be clear and the course of their development should be indicated. While contrived collegiality is administratively regulated, compulsory, implementation-oriented, fixed in time and space and predictable, collaborative culture is spontaneous, voluntary, development-oriented, pervasive across time and space and unpredictable (Hargreaves, 1994). In both the cases, however, their actual realization needs personal as well as institutional involvement. Though contrived collegiality is important to break the silence, its end result should be collaborative collegiality. Similarly, the contribution of contrived collegiality as a stepping stone to end result of developing collaborative collegiality should not be denied (Day, 1999). Creating collaborative environment helps institutions to involve the staff in the school development and improvement processes. In schools, “Except in very special circumstances, it is difficult to see much change occurring outside collaborative efforts or outside the reference to some group” (Wideen, 1992:153). For these situations to happen, therefore, nurturing of collaborative culture is important.

2.3.1.3. Factors that Hinder the Development of Collegiality

In an endeavor to develop a culture of collegiality, the process of obtaining the required result is not a simple procedure that can be realized immediately. Rather, it demands cultural change which takes a long period of time. Cultural change is a process that is attained overtime through the interaction of the new with the one that prevails thereby leading to the development of the existing relationships. This encounters the challenge of external environment and needs support of the school principal in influencing the process so as to bring about the required impact (Day, 1999).

In an effort to disrupt the status quo thereby to influence the existing culture, the first important point that needs consideration is the work culture of teaching that is likely to breed isolation. The traditional work place condition of teachers naturally excludes the interaction of teachers with their fellow teachers by restricting their performance in a single classroom. This has an impact on their psychological make-up and their behavior including their relation with others. The resulting of this situation in their isolation and its gradual development on their psychological degradation is asserted as follows:

Traditionally, the workplace of the school has been one in which the physical structure of the building mirrors the social norms that shape teacher behavior and expectations. Physically separated from one another, teachers become psychologically isolated from one another. Isolation breeds doubts about personal efficacy as a teacher, and a supervisor mentally develops (Lieberman and Miller, (1984). (Lemlech, 1995: 54).

Thus, the physical construction of schools in which teachers are separated by classrooms has its own effect on the development of collegiality and its attributes.

On top of this, collegiality may not be welcomed by all teachers equally due to personal reasons. One possible reason is the inability of some teachers to reach the stage of personal maturity in which the sense and value of self is integrated with the ability to develop effective social skills. This failure is an obstacle to developing knowledge and skills that enable to build good working relation with others. In other words, "This ... may inhibit the development of collegiality, as certain teachers either resist being "swamped" by their professional contemporaries or become overly dependent on them (Hargreaves and Fullan, 1992: 7).

The other is an environment of adverse situation that may reject or oppose innovation. The right person can be twisted towards the undesirable direction and be considered as wrong if the context of operation is contrary to the established practice. In other words, an imaginative and radical person might be perceived as wrong for his/her rational thinking and experimentation if the atmosphere in which he/she is working is not in favor of this kind of improvement. The dynamism that makes situations unstable is likely to be rejected in a dormant culture and attitude. Lemlech (1995) refers to Sarason (1971) and purports:

Ultimately, a distorted view of reality emerges in which the "good teacher" is seen as the Lone Ranger, cultivating a personal mystique of routine practices, rituals and habits that define that teacher's style. Rather than expectations of continuous

length, growth, and change, the institution of education has historically rewarded the stability of reutilization and predictability (Sarason 1971). (Lemlech, 1995: 54).

Accordingly, institutional culture has also an impact not only on the relation and interaction of the teacher but also on the perception created on the teachers going outside the established norm. Regardless of the quality of the contribution, deviation from the status quo has the possibility to bring about negative impact and as a result critical scrutiny of the context is vital.

On top of this, when school's formal organizations do not create favorable conditions for the development of collegiality, they are obstacles to the acculturation of collegiality. West-Burnhum and O'Sullivan (1998) refer to Alfonso and Goldsberry (1992) and point out:

Collegueship among teachers is typically ignored and often inhibited by the school's formal organization; consequently, teachers are frequently isolated from their colleagues. This isolation ... drastically impedes the professional development of even the most conscientious and dedicated teachers (p. 106). West-Burnhum and O'Sullivan (1998).

Thus, organizational set up and practice of institutions can positively impact or adversely affect the development of collegiality.

The other factor to affect collegiality is teachers' culture. In the process of development of collegiality, there are some teachers' cultures that demand further intervention to create fertile ground for its growth:

In 'individualism', 'balkanized', and 'comfortably collective cultures', it is likely that development will be evolutionary to the point that it becomes extinct without external intervention. Despite their limitations, cultures of contrived Collegiality, may act as 'bridging process towards more collective cultures in providing added opportunities for development (Day, 1999: 81).

In regard to these cultures, while individualism is related to teacher autonomy, which was also found to be uncertainty in some instances (Day, 1999), balkanization refers to institutional set up. Comfortable collective culture, on the other hand, refers to mutual understanding and trust that does not alter the status quo. Thus, unless addressed properly, these cultures have adverse effect on the development of collegiality.

In addition, Convery believes that collegiality encounters challenge if it is associated with change agenda regulated by external body. The perception of this change motive as an imposition and considering it as an action that implicitly indicate the existing classroom performance was ineffective and as a result that necessitated fundamental change is an obstacle to collegiality. (Convery in Biott and Nias ,1992: 91).

To conclude, since “ teachers spend their professional lives in relative isolation, both psychological and material, with little opportunity to learn from each other, (Dillon-Peterson, 1981: 2), creating a mechanism to break this and working towards establishing fertile ground for the development of collegiality among teachers is important. This materializes opportunity for interaction among teachers through which continuous PD is facilitated. With this regard, Pollard (2000) indicates:

Whenever and whatever it occurs, collaborative, reflective practice capitalizes on the social nature of learning ... [and in this process] aims are ... clarified, experiences are shared, language and concept of analyzing practice are refined, the personal insecurities of innovation are reduced, evaluation becomes reciprocal and commitments are affirmed (Pollard, 2000: 20).

Accordingly, the interaction that is created among colleagues is likely to address various areas of education that not only change action but also encourage innovation thereby strengthening collaboration.

The proposed approach to PD, therefore, endeavors to realize successful PD that considers needs of the participants and which is embedded to their immediate task that is likely to influence the teaching learning process. By involving the colleague teacher educators in the process of appraisal and reflection on their own and their colleagues’ actual classroom practice, the process is assumed to develop collaborative efforts that are likely to realize their PD. By so doing, this proposed research model to CPD that focused on English language teacher educators materialized the desired PD and introduced at least an element of a new culture that had the potential to modify the established practice.

2.3.1.4. Rationale for the Exclusion of Some forms of Collegiality

Collegial relations can be formed and gradually developed through varieties of options that can be realized in different contexts depending on their purpose. In spite of the abundance of alternatives, Hargreaves (1994) refers to Warren to set basic criterion that can be a good mark to distinguish among the developmental options in terms of their potential to influence the actual task of the teacher. Hargreaves (1994) asserts:

Judith Warren Little has helpfully distinguished between different kinds of collegial relations in terms of their implications for teacher independence. Telling stories, scanning for ideas and resources, giving and receiving aid and assistance, and sharing ideas and materials, she says do not pose serious threats to teacher independence, since all these forms of collaboration and collegiality take place outside classroom and leave teachers' conceptions of and control over their own practice broadly intact. (Hargreaves, 1994: 188).

Accordingly, some of the forms of collegial relations that are mentioned by Little, therefore, do not consider actual classroom performance of the teacher on which the professional discussion relies. This proposed approach, therefore, was designed in line with this criterion — the actual classroom-based task of the teacher — for his/her PD. In relating development to actual practice, Hargreaves indicates:

Joint work, however, requires closer interdependence between teachers and their colleagues; more mutual adjustment at the level of practice. In the sense that all these things involve teachers working together, they are all versions of collaboration and collegiality. But beyond that simple commonality, these activities are quite different and have quite different implications for teacher autonomy and empowerment. (Hargreaves 1994: 188)

Accordingly, the more teachers work together the greater will be what it demands from them and the stronger will be its potential to empower the teachers. Similarly, the more the focus of the collaboration is in the actual classroom, the better powerful will be the collaboration to change practice and affect the teaching learning situation. Thus, the major criterion to exclude some of the models from this project is whether or not the developmental options are carried out in the classroom on the actual lesson of the teacher.

In line with this criterion, therefore, some of the strategies mentioned in the preceding sub topic as options of PD such as workshops, seminars and courses; teachers' participation in new

roles; observation of excellent practice; portfolios; skill-development model; project based models; use of teacher's narratives; generational or cascade model (Villegas Remiers, 2003) are disregarded since they do not involve the actual teaching practice of the teachers. Similarly, the other options, professional dialogue to discuss professional issues of personal interest and the curriculum development may evade the practice of using classroom as a source of practical experience for the PD activity. Thus, they are less powerful to influence classroom performance of the teacher for they do not originate from the actual practice of the teacher. This may lead to a situation which Day (1999) explained as 'comfortable collaboration' — the effect of which he asserts as:

Cooperation masquerading as collaboration and remain at the level of talking about teaching, advice giving, technique trading ... [that] may not extend teachers' thinking about or practice of teaching ... [and which] will be concerned primarily with the immediate short term, practical issues to the exclusion of systematic critical inquiry (Day, 1999: 80).

As a result, this model has evaded it despite its potential in a different context.

In addition, the other alternatives that this proposed model disregards are coaching mentoring and clinical supervision. For instance, regarding the contribution of coaching in providing reliable data which is not 'compromised by status, randomness and subjectivity', West-Burnham and O'Sullivan (1998) write the following:

Coaching [is] a long-term non-hierarchical relationship which combines diagnosis, analysis and strategies for action. The long-term relationship facilitates the development of trust and so openness and acceptance. The key contribution of the coach is to facilitate detailed understanding of actual process and then to be involved in any developmental strategies agreed (West-Burnham and O'Sullivan, 1998:101).

The other, of which the reason for rejection could be applied to supervision, mentoring and the Advisory Teacher's Model, is peer coaching. Since peer coaching is one alternative for collegial development, Moon, Butcher and Bird (2001) illustrates about the possibility of using it for PD and its advantage as follows in spite of the reservation of this researcher :

Peer coaching provides teachers with the opportunities to investigate and explore institutional alternatives, reflect on their effectiveness, make adjustments when necessary, and then investigate and explore again ... Peer coaching can help build

professional culture that supports teachers who are knowledgeable and responsive to all students, regardless of their needs (Moon, Butcher and Bird, 2001: 30).

However, this research finds difficult accepting the existence of non-hierarchical relationship while the connotative meaning of coaching implies superiority — at least in knowledge (West-Burnham and O’Sullivan, 1998). Since “Collaboration was not just a form of educational information exchange where techniques and experiences were traded, nor, was it just a process through which the more experienced teacher could give guidance to his junior colleague (Biott and Nias, 1992:104), coaching, supervision, mentoring and the Advisory Teacher’s Model are not utilized in this study despite their potential for PD in other contexts.

Furthermore, action research is the other alternative of collegial development or collaborative activity that this project does not take into consideration. Though action research is potentially strong to develop collegial relation, some of the major activities involved in it such as its long mechanism of problem identification, designing intervention strategy enacting the intervention, evaluation of the effect and reflecting upon it are likely to make it time consuming. As a result, this option is excluded from the study.

Moreover, this project would not practice permanent seminar as a mode of PD in spite of the following benefits that are practically obtained from the experience of Spain:

Permanent seminar is meant to be a self development activity: a continuing system of group self education and reflection in teams of teachers ... have the characteristics ... team work for communication ... activity emerges from the group as a whole ... They are a form of study analysis and reflection--- a necessary connection between acquiring of new knowledge and the analysis and exchange of experiences ... with different training backgrounds (Moon, Butcher and Bird, 2001: 125).

Though there is a possibility of making the permanent seminar classroom focused, there is the assumption that it also needs variation. In addition, the selection of subjects and the idea of making it permanent within a research paradigm seem impossible. Thus, this study, too, has excluded it. In short, the need to place the peers on equal footing and focus on the actual teaching task dictated the model selection process.

2.3.2. Lesson Observation

The major component of the proposed developmental alternative under investigation which is also substantial source of data in the process of its execution is classroom observation. The value as well as the process of effective observation is stated as follows:

Observation is a multi faceted tool for learning. The experience of observing comprises more than the time actually spent in the classroom and follow-up from the time spent there. The preparation can include the selection of focus and purpose and method of data collection as well as collaboration with others involved. The follow up includes analysis, discussion, and interpretation of the data and experiences acquired in the classroom, and reflection on the whole experience. (Wajnryb, 1992: 1).

Thus, the potentially strong tool of learning requires active process of involvement in action in different stages of its implementation as of its preparation.

In the process of using observation, however, peer observation is different from its the other forms — observation made by a teacher trainer or a mentor and that is made as an induction. With regard to these two forms, Robson (2008) points out, “Neither of these practices can properly be termed ‘peer observation’; the imbalance of power may make for a less genuine exchange of views and a perceptual observation is frankly unlikely” (Robson, 2008: 95). Thus, since observation must be ‘reciprocal’ so as to materialize PD, this project disregarded these options since they are not tuned in line with this reciprocity.

In addition, in using observations as an opportunity for reflection for PD, Farrell (2003: 18) also indicates the following to reveal important points that need to be negotiated before the act of observation:

For observations, certain understandings need to be negotiated ahead of time. For example, what is the responsibility of the observer? Is intervention possible or desirable in the class? Will the class be video taped, audio recorded, or neither? If you use a video, how will this be analyzed and why? What is to be observed and how?

Classroom observation can also be conducted in different forms depending on its purpose. Day in Richards and Nunan (1990) divides techniques and approaches to be used in classroom observation into two, qualitative and quantitative, and suggests that the purpose of the

observation should dictate the choice. While the former includes written ethnography and audio and video recording, the latter addresses seating chart observation records, teacher and student talk, coding at-task behavior of students and others such as teacher expectations, classroom management and motivation. In marking their distinction Richards and Nunan (1990) express, “The general aim of qualitative approach is to provide rich, descriptive data about what happened in the . . . classroom” Richards and Nunan (1990: 44).

Thus, the observation that will be attempted in this study is qualitative which goes beyond simple counting of incidents. In this regard, “Since observation in the field is a special skill that requires addressing issues such as potential deception of the people being interviewed, impression management, and the potential marginality of the research in a strange setting (Hammersley and Atkinson, 1995)” (Creswell, 2007: 134), this technique will have strong potential to provide adequate data as an input for peer observers. At the same time, it is likely to validate the data from other sources of this study due to the thick description it provides and the possibility of looking at the recorded lessons in the collegial reflection session.

For its effective realization, however, successful observation that targeted PD has some prerequisites. Bradley (1991) recommends that effective observation designed for PD requires agreed upon focus area between the observer and the observed. This is unlike the general observation that targeted requirement of accountability. The importance of having observation skills, fulfillment of the three paths recommended for clinical supervision - appropriate selection of approaches to observation, having the right criteria and avoiding judgment and using the objectively recorded data for formative dialogue (Bradley 1991) have to be considered..

As a mechanism of data collection in the process of classroom observation, Stoller (2003) refers to Acheson and Gall (1992) and writes that three techniques are ‘particularly effective’. These are Selective Verbatim, Seating Chart Observation records and Wide-Lens Techniques. In the case of this study, however, the wide lens technique that capitalizes on the agreed upon issue of observation will be deployed. In utilizing observation as a strategy to collect data, it should also be equally recognized that the observer also gets opportunities to learn. Regarding this, Robson (2008) states:

It is perfectly possible; too, that the observers themselves may learn from what they see. Indeed, many training courses require students to undertake periods of classroom or workshop observation within their own or placement institutions. In this way they are just as likely to come across episodes of ineffective teaching as effective ones, and these can act as an equal strong stimulus for their own development (Robson, 2008: 96).

Generally, successful utilization of observation for effective appraisal process and thereby realizing the desired PD that can materialize the desired outcome should consider a lot of things. The number of class samples, collegial relations and interactions in different stages of the process with the objective of learning from it (West-Burnham and O'Sullivan, 1998: 101) are important issues to be considered. The Multi Dimensional Interactive Approach to PD, therefore, employed developmental strategy of observation depending on the need of the partners of the study.

2.3.3. The Reflective Model

This sub-topic targets clarifying the concept of reflection, indicating what a critical reflection is and its distinction from the other forms of reflection, showing some characteristics of a reflective practitioner and potential areas of reflection as well as the stumbling blocks to effective nurturing of reflection.

2.3.3.1. Reflection — Concept Clarification

Different authors write about reflection using it alone or coining it with other terms to express the same concept (Moon, 2004). Though distinct writers use diverse words such as reflective learning, reflective writing, reflective practice and reflection itself to denote the general concept, “reflection as a process seems to lie somewhere around the notion of learning and thinking [in which] we reflect in order to learn something, or we learn as a result of reflecting” Moon (2004: 80).

Similar to the naming, despite the similarity of the basic principle behind the concept, authors also defined reflection in various forms. For Dewey, reflection is a ‘chain of thought’ in which ideas are sequenced in a way that the latter is not only the result but also depends on the former (Moon, 2004). Moon (2004) also indicates that Schon (1983), the author of the Reflective Practitioner, divided reflection into two — reflection-in-action and reflection- on-action. The

first refers to the reflection process that takes place while the action is on progress without any consideration of pre-conceived theoretical background and pre-determined end results. Since this type of reflection takes place when the action is on process so as to shape, modify or reverse it, it has the potential to make the person a researcher in the context of the action or the practice. The second, reflection-on-action, is about the reflection process that takes place after the action is completed. In this regard, since the action reflected upon is accomplished, the outcome of the reflection process helps to shape or determine the future action by challenging the routine situation and extracting a lesson from the encounter. This helps as a good learning opportunity to shape the coming course of action. From the two, therefore, the latter is the option of the proposed model.

Others, Korthagen and Wubbles (1995) in Arthur, Davison and Lewis (2005: 122) expressed reflection as “the mental process of structuring and restructuring an experience, a problem or existing knowledge or insight.” In the process of its realization, therefore, the reflective practice incorporates the following:

Problem setting and solving; the development of analytical skills and attributes that facilitate reflection, such as self-awareness and self-determination; and the examinations of values, moral principles and ideological and instructional constraints --- [which] are the foundation of the process, content, pre-conditions and product of reflection (Arthur, Davison and Lewis 2005:122).

Thus, reflection requires personal qualities that enable to inquire into the existing practice so as to direct its course in the most appropriate way. It is the result of the interaction of the internal factors of the person as well as the external factors of the context that is designed to shape practice.

Others, West-Burnham and O’Sullivan (1998) defined reflection in two ways. In the first, they referred to Knowles (1993) and indicated reflection with regard to its dynamism in promoting change as:

An intra-personal process through which personal and professional knowing can occur. Reflection is seen as a process and method of informing practice with reason. Reflection is not seen as static; implicit in its meaning is action. It is seen as a vehicle for promoting changed behaviors and practices, and as a means of improving foresight, lessening the chances of taking inappropriate lines of action. (p.83). (1998: 53).

Accordingly, reflection is a dynamic and powerful agent of change that emanates from action and thereby informs or guides action in the right way. In the second, however, they state the difficulty of giving its simple and direct definition and point out that it is a broad concept that encompasses a process rather than an action in which experience is perceived and changed.

Reflection remains elusive as a concept and difficult to describe in terms of actual practice. Reflection is the process of giving meaning to, and so understanding, experience. The means by which understanding is achieved will include analyzing, categorizing, prioritizing, contextualizing and, crucially interpreting. (West-Burnham and O'Sullivan, 1998:80)

Thus, the set of actions that are incorporated in reflection make it a process that facilitate not only understanding the context in depth but also changing it.

Similarly, Parker (1997) writes about reflection allying it to reflective teaching by describing it as a process. Parker (1997) relates reflection to analyzing, reasoning and evaluation despite its distinction from these three concepts:

Reflective teaching involves reflecting on one's teaching. This can take place before the event of teaching and manifest itself as planning, after the event as evaluation and simultaneously to the teaching as reflection in action involving adjustments to or accommodation of the contingencies which arise. In its very general level, reflective teaching involves *thinking about one's teaching*, an account of which will include use of such cognate terms as 'reasoning', and 'reasons', critical thinking' and analysis, --- planning and evaluating. (1997: 8).

Accordingly, reflection is a process that can take place at different stage of learning and teaching that could be viewed as planning before the implementation of the lesson, any form of modification that may occur during the lesson and any activity of evaluation that happens at the end of the lesson. But still it is distinct from each when these terms are seen individually.

In spite of the diversity of the terms and their definitions that do not imply fundamental meaning distinction outside the view that "human behavior is based on mental structures and these structures are not static but, in part at least, created or altered through experiences of confrontations with situations" (Korthagen, 2001: 58). In addition to this definition, reflection and the other related term reflective teaching have the following meaning expressed as a process:

Reflection is the mental process of trying to structure or experience, a problem or existing knowledge or insight. The term Schon (1987) uses for the process of restructuring is *reframing* ... the definition emphasizes the basic role of the formation of (new) mental structures in person's learning. [which] makes action based on reflection fundamentally different from routine action (Korthagen: 2001: 58).

Following these relations, therefore, the reflective model is a model which capitalizes on teachers' personal experiences so as to change the basic attitude, principles and values that underlie that experience with an intention of directing and advancing it towards the right and more appropriate course of action.

Similarly, Farrell (2003) refers to Pennington (1992) to elaborate the concept of reflection in relation to its impact. Accordingly, "reflection is viewed as the input for development while also [it] is viewed as the output of development". It is also further proposed as "A reflective/developmental orientation as a means for improving classroom processes and outcomes, in addition to developing confident, self motivated teachers and learners" Farrell (2003: 14). Thus, this perception of reflection is the rationale for the selection of this model as a component of Multi Dimensional Interactive Approach to PD of teacher educators.

2.3.3.2. Critical reflection: Its nature and value

Although reflection is conceded as an effective developmental strategy, different writers relate power of reflection to its critical nature. Bartlett (1990), who writes about becoming critically reflective teacher, attaches critical reflection to the power the teacher has in controlling his/her classroom by questioning the rational of the activities that he/she undertakes rather than thinking only about the mechanisms of its implementation. Thus, he/she asks 'what' and 'why' questions rather than 'how to'. These recommended types of questions develop power and autonomy of teachers over their classrooms since they are likely to lead to questioning the existing practice in an attempt to look for rationale for ones action. Unlike the 'how to' questions which refer to technicalities of addressing the pre-determined 'ends', the critically reflective teachers move to aligning teaching to the broader social and cultural context in which it is expressed.

Similar to the critical reflection, the other term used to express the intensity of reflection is deep reflection (Moon 2004). Deep reflection is also distinguished by its potential to alter the existing mental structure through questioning the accepted and governing principle of the action undertaken. This kind of reflection has ‘critical orientation’ to self and others. As a result different authors gave it different names such as ‘perspective transformation’, ‘transforming critique’ or ‘transformative learning’ (Moon 2004). Whatever name is given to it, therefore, reflection becomes meaningful and critical when it challenges the accustomed practice which is always easy to maintain but difficult to alter.

While the others express the intensity or magnitude of reflection that has potential to challenge the existing mental structure in terms of concepts such as critical and deep reflection, Elliot (1993) explains about the form of reflection that enhances or guides smart and intelligent decisions in unique, complicated and challenging situations in terms of its three dimensions. The first dimension is that it is a form of reflection which is highly personal in which the practitioner reflects by considering oneself as part of the process he/she is reflecting upon without externalizing the situation. The second is the existence of problematic situation that the practitioner doubts as a result of its inconsistency with the previous understanding of this practitioner. The last is the critical dimension in which the practitioner reflects about the accepted values that underlie the action in terms of his/her life experience and thereby constructs new perception. These newly discovered values will be the means for the intelligent and wise action for the practice under investigation (Elliot, 1993).

The other, Brookfield (1995), who describes the forms of critical reflection indicates “reflection becomes critical when it has two distinct purposes. The first is to understand how the nature of the existing between the teacher and the students affect the educational processes and interactions. The second is to question assumptions and practices that seem to make our teaching lives easier but actually work against our own best long-term interests” (1995: 8). Accordingly, critical reflection refers to reflection that does not concentrate on routine and customary activity that is mainly focusing on tradition. Rather, it is broad concept that attempts to encompass the wider social as well as political context and deep enough to question and challenge the existing value and belief that governs the actual practice.

Furthermore, Tse (2007), who referred to Mezirow's (1991, 1998) transformational learning theory and the explanation of critical reflection that was distinguished from habitual action asserted that it is divided into three — “content reflection”, “Process reflection” and “Premise reflection”. This is explained as follows:

The first one is reflection on what is perceived, thought, felt, or acted on ... and the second one involves the examination of how one performs the functions of perceiving, thinking, feeling, or acting and an assessment of efficacy in performing them ... The former focus on content of the problem and the later ... on the process of problem solving ... the third in a combination of the two. (Tse, 2007: 499).

As perceived from this explanation, therefore, critical reflection has a lot of advantages. Its potential to enable us to take informed action for which we can produce evidence and give adequate explanation; its enabling power of providing rationale for action that is likely to develop confidence for interaction; its capacity of avoiding blaming oneself without any failure that can make the person accountable' i.e. avoiding 'self laceration'; its ability to realize emotional maturity that can make one attribute the effect of an action to perceived causes rather than fate or chance; its likelihood to influence and change the students by developing inquisitive minds and stimulating them for challenge due to the action it enables to perform (Brookfield1995). In short, critical reflection enhances self efficacy and optimizes the potential for good learning environment. It is this kind of reflection that this study attempts to provoke and develop in the course of its action though some obstacles [See the details in 2.3.3.4.] are also expected.

2.3.3.3. Attributes of reflective practitioner and Areas of Reflection

As an attempt made to alter the existing mental structure and develop a rational and well established practice, reflection needs certain attributes from a person involved in the process. These three attributes of reflection explained below coupled with influential areas of reflection facilitate attainment of the desired objectives. The first category of the attributes includes the possession of some basic skills which include skills of independent and collaborative learning; interpersonal skills; skills of self-assessment and self-awareness; communication skills; research skills; and skills of application.

From the remaining two, the second group is having some basic values of respect for the views of others and having the desire to understand them; commitment to human values; willingness to consider the long-term consequences of action; and willingness to enquire and research with rigor. The last one consists understanding which incorporates to be considerate for cultural diversity; the interdependent nature of human society; the problematic nature of knowledge; student's own abilities, attitudes and needs; and awareness of responsibility and accountability (Biott and Nias (1992). It is the existence and development of these qualities that make teaching a profession constantly in change and progress and the teacher a life long learner.

However, these attributes are not adequate. They need contexts of reflection that are likely to lead to the PD of the teachers. These areas of reflections are believed to be equally significant for the PD of the experienced teachers though the original writer stated them to be applied for student teachers. These are: facilitating self learning of their own skills and improving them; evaluating the appropriateness of selected teaching strategies and the teaching materials accompanying them; questioning the values embedded in their educational practices and align to and challenge, if need-be, the aims and goals of teacher education; continuing examining, clarifying and refining their personal beliefs about society and pedagogy; theorizing about the context of their practices; and examining the adequacy of theories about pedagogical contexts and processes and developing critique of them (Arthur, Davison and Lewis, 2005:122-3). Thus, these areas have strong potential for PD of the English language teacher educators, too.

Others also recommend areas of reflection in its form. In this process of reflection, three forms are recommended potential areas to develop the professional competence of teachers. The first is technical reflection. It refers to considering the curriculum and adjusting the teaching learning process to the timely demand. However, it is less likely to be considered in this study for it has activities related to out of the actual teaching. The other, practical reflection, is about what teachers 'think and deliberate' — about the way of doing particular actions and their objectives. The last is critical reflection in which teachers raise points in relation to moral and ethical questions such as "what do children learn and why do they learn them?" Potter and Badiali (2001) in Villeagas—Riemers, 2003:104). Though its name is critical reflection, the

third is unlikely to be considered in this study for a similar reason to the first. Nonetheless, the second, practical reflection will be incorporated.

Generally, in regard to this Multi Dimensional Interactive Approach to CPD, the selection of colleagues working together necessitates looking for some attributes. The areas and forms of reflection, however, will be selected in relation to their appropriateness to the context and preference of the partners of the study.

2.3.3.4. Impediments to reflection

In spite of the potential that reflection has to change the routine practice into a more dynamic process, different external as well as internal factors impede its development. In this regard, the personal as well as institutional factors are obstacles to reflection. Brookfield (1995) states the imposter syndrome in which the teachers lack self confidence and feel that they are working below the required capacity; a problem aggravated by the privacy of teachers; cultural suicide in which the critically reflective teachers are victimized; lost innocence - a situation in which the teacher feels the best way to teach is to avoid help and as a result keeps quiet; and roadrunning — a slow process of adult learning — as obstacles to reflection (1995: 229 – 244).

Day (1999) also relates obstacles of reflection into personal factor and traditional influence. He warns that reflection may not be accepted positively by all involved in the process. He asserts, “Inquiry into practice by self and others and the confrontation of this ... can entail destabilization risks to both personal and professional self-image and self-esteem (1999: 100). In addition, traditional culture of teaching is potential obstacle to reflection. Egan (1982) cited in Day (1999: 98) indicates, “It is difficult to submit oneself to the influence of a helper, help is a threat to self-esteem, integrity, and independence; It is not easy to see one’s problems clearly at first; sometimes problems seem too large, too overwhelming, or too unique to share easily; It is not easy to trust a stranger and be open with him or her.” Thus, personal belief that is reinforced by practice is a potential stumbling block to reflection and thereby affecting PD.

The other problem is related to context. “Context is perhaps the single most important influence on reflection and learning. It can permit or inhibit working with learners’ experience”

(Bound and Walker 2002: 98). Thus limitations of individual conceptions about the context in which the reflection occurs or anticipated to happen also need recognition. In this regard,

There are many circumstances in education and training in which it is inappropriate for teachers to encouraging particular reflective activities as the local context is such that it is not likely that useful outcomes will result; for example, promoting the use of reflective journals when formal assessments is based on competitive, cognitively oriented examination, or encouraging the exploration of personal identity when anti discriminatory practices are not well established within an institution. (Bound and walker, 2002:99).

An example of such a situation is the other external factor — competency based programs. These have pre-determined ends that are likely to hinder or limit reflection due to contextual restrictions and their assessment techniques that do not coincide with the teaching learning process of reflective teaching.

Similarly, teachers' lack of awareness about the wider context and its impact on limiting their understanding of the local context also affects reflection. Bound and walker (2002) discuss these factors as follow:

It is especially important to recognize that the influence of the socio-political, or even institutional, context on teachers can have serious consequences for the local context. Teachers may be too captivated to the larger context to relate to the experience of participants and thus fail to engage them in meaningful reflection. They themselves may be unaware of the power of context and so operate in naïve ways that ignore many of the important dynamics that affect learners (2002: 101).

Accordingly, the underlying value and belief structure that is so powerful to control the entire functions on the surface structure is likely to inhibit reflection if it is not perceived positively by the teachers. Thus, appropriate understanding of the macro as well as the micro contexts is vital in the process of nurturing reflection. Knowingly or unknowingly, neglecting this situation is likely not only to hamper reflection but also create its misunderstanding.

On top of that, in relation to the contextual influence, reflection is not welcomed due to its likely power to challenge the existing practices and avert the status quo. Thus, the desire to accommodate custom instead of challenging it or even the tolerance developed to accommodate the old rather than questioning it and striving for change results in the development of a tradition of non-reflexivity among scholars. Limlech (1998) asserts:

There are a variety of explanations as to why reflective practice is not part of the professional tradition of most educators ... when teachers use a reflective approach, they are acting contrary to the commonplace goals of schooling. Teachers who question methods of instruction, the prescribed curriculum, the role of students, and the goals of education, may not only be challenging the norms of their particular school but those of society as well (Lemlech: 1995: 77).

Accordingly, challenging the taken for granted assumptions that could be impositions in a form of standards and reacting against accountability demands from the top even in the eyes of professionalism could be threatening to the development of critical reflection.

Lemlech (1995) also purports that teachers, like most professionals, strive to fit the social milieu of their work place even if it is contrary to the views and values of modern educational philosophy. “New teachers who come out of teacher education programs that stress a reflective approach report that they reject university practice in order to engage in the socially acceptable behaviors expected by their social systems. They are generally rewarded for and socialized into a non-reflective stance” (Wehlage (1981) cited in Lemlech (1995:78). In addition, the typical isolation teachers experience — because of the “closed door” policy and not much team teaching — is counterproductive to encourage collaboration and interaction. As a result , “It is not surprising that so few teachers take a reflective stance toward their work when so many forces seem to be acting against inquiry-oriented teaching” (Lemlech.1995:78).

However, since reflection is a process of paramount importance for the PD of the teacher as well as the profession, challenging and changing the situation and developing it is essential. Thus, the since the discouraging factors that inhibit reflection affect personal PD negatively, addressing remedial actions is of paramount importance.

2.3.4. Teacher Performance Appraisal

Though the term appraisal is widely utilized in different contexts, this sub-section attempts to look at it in terms of PD as a major tenet of the proposed approach to CPD. Thus, the concepts related to appraisal, its background and development, its benefit and its forms such as self and peer appraisals are targeted at.

2.3. 4.1. Why the term appraisal?

Appraisal, as a concept, is either used interchangeably with evaluation due to its meaning relation or retains its distinction depending in the context of its realization. Hence, to show their similarities and differences thereby to localize their meanings to this study is important. To begin with, the Oxford Advanced Learner's Dictionary (2005) offers the British English version of appraisal as "a meeting in which an employee discusses with their manager how well they have been doing their job; the system of holding such meeting." There are also other terms related to the same process — "There is a huge variety of terms used — performance appraisal, performance review, staff review, staff reporting, and more especially school teacher appraisal — which have no accepted difference of meaning" (Fidler and Cooper, 1992: 2). Accordingly, one dimension of this concept refers to the discussion between the employer and his or her subordinate. Thus, this concept is not related to the context of this study since it refers to the discussion between a person on the superior position and his/her subordinate.

On the other hand, Fidler and Cooper (1992) indicate, opposing the others, that evaluation and appraisal are related.

Some writers from the United States and Australia confusingly use teacher evaluation to encompass teacher appraisal (Gitlin & Smythy, 1989). Staff development on the other hand as the name implies is wholly concerned with the increase of knowledge, skill or experience of staff without the evaluative connotation associated with appraisal ... Increasingly, however, staff appraisal has been concerned with staff development. Recently staff appraisal has been concentrated on improving individual performance at work and so both terms have become closer.

The implication of this, in the context of the United States and Australia, is that the term evaluation encompasses appraisal. In other words, evaluation is used as appraisal and serves its purpose. Besides, 'evaluative connotation' was given to appraisal. In addition, the Advanced Learners English Dictionary (2005) also defines appraisal as "a judgment of value, performance or nature of somebody or something." In a like manner, it defines evaluation as "to form an opinion of the amount, value, or quality of something after thinking about it carefully." Accordingly, 'judgment of value' and 'to form an opinion' have nearly the same connotative meaning in relation to the way the terms are utilized.

However, Fidler and Cooper (1992) reveal that appraisal has lost its evaluative purpose and that it is developmental in later days when it is used in education. Furthermore, Sonia (2000) gives the working definition of appraisal as “one professional holding himself/herself accountable to himself/ herself in the presence of another professional” (2000:145). Thus, this study considers that appraisal and evaluation are equivalent in its context. In spite of their claimed difference, the concern of this project is the developmental aspect of their utilization. It is felt that they can be used interchangeably despite their variation in different situations. By the same token, terms self-appraisal and self evaluation and peer appraisal and peer evaluation are used as two equivalent sets except the difference of naming — the American and the English.

Though they can be used interchangeably, however, this study prefers appraisal rather than evaluation as a name of the sub-component of the model. Moon, Butcher and Bird (2000) also asserts “The appraisal process identifies strengths and weaknesses and also identifies needs (2000: 104). Therefore, for the sake of consistency, appraisal is dominantly utilized though in rare cases evaluation also appeared particularly when quoted from other sources.

2.3.4.2. Development of Appraisal

Appraisal has undergone a lot of debate that resulted in tremendous change and improvement throughout its development. Duke (1995) designates:

Few issues in educational reform have received more attention than teacher evaluation. Teacher evaluation provides information about the quality of instruction; it provides data regarding teacher’s performance growth needs; and increasingly, the teacher evaluation process provides feedback on the extent to which teachers are successful in fostering valued student outcomes (Duke, 1995: 65).

Thus, its potential to offer more tangible data about the actual classroom teacher performance made it attract attention and remain to be issue of discussion. In this process of utilizing appraisal, the major debates which revolve around the choice of purpose and nature of appraisal scheme are divided into two categories, the Accountability and the Developmental Model (Craft, 2000: 35). Craft (2000), who expressed these two models as ‘two ends of the appraisal spectrum’, points out their distinction as follows:

Accountability Model	Development Model
Appraisal is seen as : • informing decisions on duties, pay, promotion, and tenure • backward looking/general one-way • involving judgment by a supervisor • linked to rating or grading • base on standardized criteria • being validated by a written record	Appraisal is seen as: • a process of review and development about improvement; performance enhancement through performance management • forward looking/focused and selective • two-way , involving shared evaluation • centered on agreeing targets • individualized, with criteria being open to negotiation contextualization • being validated by effective outcomes

Table 2.1. The Two Models of Appraisal (Craft 2000)

In course of utilizing these two models, however, this writer recommended that both of them can be used simultaneously. In spite of their distinction, appraisal can serve both purposes at a time. The intention behind its implementation determines its nature since both are two ends of a continuum (Craft 2000).

Similarly, Sonia (2000) points out the possibility of using appraisal to serve both functions. According to this source, appraisal should aim at improving the quality of education of children by enhancing the efficacy of the teachers through raising the potential of these teachers; enhancing effective management of the classroom teaching learning process; assisting teachers in the mechanisms of developing their professional skills; and facilitating the realization of individual as well as collective development planning. The same writer also designates the possibility of utilizing effective appraisal for administrative purpose as follows:

Effective appraisal will also contribute to the detail and accuracy of references in support of promotions and job applications, and a greater awareness of career development factors and opportunities. Increased job satisfaction and support for work related issues will follow from appraisals, which in turn will assist the leadership in coordination school aims and staff aims (Sonia, 2000:145)

Therefore, appraisal is a scheme in which individual as well as institutional improvement can be realized. While the development purpose of appraisal is mechanism in which a person can

view and review one's activities so as to keep abreast of the changing need of the time, the administrative helps effective decision making.

2.3.4.3. Self-appraisal

Appraisal, as a process that takes place regularly, can be recognized as good opportunity for the PD of the teachers. In using appraisal as a mechanism of continuous PD, however, the teachers should not be denied the chance of self-appraisal for the fact that they assess the past to improve the future. Stating the importance of self-appraisal and its mechanism of realization in enhancing PD, Holly and McLaughlin (1987) indicates:

Competent professional practice presupposes competent self-evaluation. This is why many who wish to enhance the professional status of teachers emphasize the importance of self-evaluation as opposed to external monitoring. It is through practitioners' retrospective self-evaluation of their attempts to translate values into action that professional knowledge is further refined and developed (1987: 256).

However, in the context of this study self evaluation, using self-appraisal for developmental and /or administrative purpose that was utilized as an input in the proposed model was not observed in actual context while a practiced . Nonetheless, the practice of peer evaluation and department head's evaluation, which were conducted for administrative purpose widely exist.

In relation to the value and process of self-appraisal, though slightly different from the purpose and procedure desired to be utilized in this model, Fidler and Cooper (1992) write the following:

Arguably the most valuable part of the appraisal process is for the appraisee to take time to stop and reflect about his or her work and the future. Some proforma which contains cues for reflection is generally very helpful ... In many ways the formal self-appraisal helps to even up the relative positions of appraisee and appraiser and should make the whole process more productive (1992: 79).

Similarly, Tickle (1987) writes linking self-appraisal to professionalization. "The professionalization of teachers encourages them to seek professional excellence in their own practice through a process of self-appraisal and consequent improvement of teaching (1987: 93)." Thus, the process of using appraisal for PD requires integrated realization of appraisal with reflection that is derived by professionalization.

Most of all, the commitment of the teacher to critically review ones own performance and reflect upon it with an intention of personal development plays a major role. This active involvement that can realize development is stated as follows:

Appraisal schemes which are part of ongoing development recognize and capitalize upon teachers' capacity to be self-critical. They assume that teachers have a store of practical knowledge about practice and have built in opportunities for this to be made explicit, where appropriate, and utilized. They recognize that teachers cannot be developed (passively) but develop through active participation (Day: 1999: 5-6).

Thus, reflection of the teachers on their actual practice that is guided by their background as well as practical knowledge can be the source of learning for the teachers as a means of self-appraisal. The critical investigation of the pre-planned lesson and its implementation in an actual context coupled with the interaction in the classroom situation are believed to be an input for the process of learning and at the same time result in an output for improved practice. Thus, this is why the proposed model attempts to relate self and peer appraisal to reflection and collaboration of the teacher educators.

2.4. Interplay between collaboration, observation, reflection and appraisal

In the implementation of this proposed Multi Dimensional Interactive Approach, the integration and interaction between its components make them stand and function as one. In this intermingling of the components, it is believed that they function as a unitary unit — the Collegiality-Observation-Reflection–Appraisal approach to CPD. Thus, this approach to PD is anticipated to act in an integrated way facilitating conditions for learning as a result of interaction among those who were involved in the process.

One of the assumptions is implementing self and peer assessment techniques by creating environment for reflection is likely to lead to interaction that can provoke further critical reflection that can materialize CPD as to the intention of the proposed model. “The value of engaging in reflective activity is almost always enhanced if it can be carried out in association with other colleagues, be they trainees, teachers or tutors” (Pollard, 2002: 20). In addition, the researcher shares the following view: “when teaching is viewed as the reflective practice of professional ethic, it constitutes a form of moral science in which teachers' self evaluation play

a central role in the development of professional knowledge” (Elliott, 1987:256). These, therefore, facilitate their integration.

Furthermore, this model has also the potential to develop interdependent collegiality through interaction amongst each. Since it facilitates conditions that enable the teacher educators’ talk about teaching by observing classes of their colleagues and reflect on their observations, it is likely to create favorable environment for the development of interdependent collegiality and thereby lead to CPD. This process is pointed out as follows:

Focused talk about teaching embedded in a shared language is preferred over the imprecise and undifferentiated talk emanating from idiosyncratic and individualistic perceptions of classroom reality. Such openness to observing, to being observed, and discussing observed classroom practice tends to break down isolationist barriers and promote the norm of collegial interdependence (Grimmet and Patricia, 1992:63).

Accordingly, using observation as a means to get practice oriented input for further reflection that leads to development is, therefore, assumed to be an effectively integrated mechanism for CPD that is attempted to be addressed through this model.

In addition, expressing the relation between reflection and collegiality, Brookfield (1995) points out “Critical reflection is an irreducibly social process. It happens best when we enlist colleagues to help us see our practice in new ways. . . . Colleagues can open up unfamiliar avenues for inquiry, and they can give us advice on how they deal with the problems we are facing (1995:141). Hence, it is the input that originates from the actual classroom observation of the peers that facilitates successful reflection and thereby materializes the learning and again make the learning a social process.

Furthermore, in stating the multifaceted advantage of the link and interaction among collaboration, observation, appraisal and reflection in the process of realizing PD, Craft (2000) writes the following:

Appraisal provides *opportunities* for PD (reflection, paired observation and feedback, collaboration involving the exchange of ideas and mutual support; [and that] appraisal can be a precise way of *identifying* PD needs; ... a means of *reconciling* school and individual PD needs; ... [it] can be used to *evaluate* the effectiveness of PD; ... [it] puts PD on the *agenda* of all teachers on regular basis [italics of the writer] (Craft, 2000: 41).

To conclude, since individual and institutional needs are changing over time, different researchers emphasize the importance of CPD and recommend diverse models of its realization. To whatever degree its forms of delivery differs, however, CPD that takes into consideration the collaborative effort of the staff and that can be realized through reflection seems to be fruitful. In this process, appraisal is also likely to bring practical situations that are derived from experience into focus. This experience accompanied by collaboration and reflection, is likely to result in CPD. This is the assumed integration and interaction of all the components — collegiality, observation, reflection and appraisal — of this Multi Dimensional Interactive Approach that is hoped to realize the PD of the English language teacher educators.

2. 5. Evaluation of PD Undertakings

PD activities can be evaluated through different mechanisms. The first is impact assessment that enables to view PD activity undertaken to meet certain end result. An instance is Baume and Kahn (2004) which referred to HESDA project, ‘Evaluating the Impact of PD courses in teaching and learning for associate teachers in UK universities’.

According to this study, the impact of PD activity can be conceptualized in terms of their effects on the organization or institution by informing policies or teaching learning strategies; the colleagues or departments through course development; the experience of the students taught by participants; the careers of the participants by considering it as ‘career asset or ‘decision to leave academia’; (Baume and Kahn, 2004). In this method, the individual participant could also be used as a subject for the assessment of the impact that the PD he/she underwent has brought about. Indicating these sources of information, Smith (2004) says:

Self perception (confidence, self esteem) – *how you feel* ;of teaching, conceptions of learning – *what you believe*; Teaching practices; - *what you do*; and Knowledge and understanding of pedagogy – what you know (Smith: 2004: 99) [Emphasis of the original writer].

Accordingly, the feeling the person developed in the process, the knowledge and attitude the person gained and the change of actual performance are areas of assessment of PD activities.

Similarly, Craft (2000) also identified a number of areas as evaluation indicators of PD undertakings. According to this writer, impacts on “Teacher satisfaction; ...teacher’s

knowledge, attitude and skill; ...teacher's practice or personal growth: ... teacher's careers or roles; ... school or team culture; ... pupils' learning ; ... school or team management and organization and, of course, short-and long- term impact — which might cover any of the above" development could be considered in a variety of options that range from individual's self perception to the general institutional change of culture.

The other mechanism of evaluation is using action research. This alternative is that of Hopkins (1985) which is discussed in Bridges and Kerry (1993). This form of evaluation is distinct from the previous evaluation model of PD which relies on the achievement of the learners. Bridges and Kerry explain this approach as follow:

This approach tends to view the teacher as an autonomous researcher, professionally dedicated to improving his or her performance through an investigative classroom approach but bounded by professional convention already noted. Often the view is linked also to an emphasis on action research as an appropriate investigation style. (1993: 166-7).

In using this criterion, effectiveness of PD activity is measured by the attainment of improved teaching performance that is conformed through the action research.

The other evaluation model is Bridges and Kerry's (1993) cited from Stake (1977). Unlike the previous model, the this relies on the analysis of the context of the PD activity in three situations — before undertaking the developmental task or activity, while the activity is on progress and after it is completed. Accordingly, "This model takes into account antecedents of INSET (factors which pre- exist), examines transactions (what happens in the teaching) and seeks outcomes (summative evaluation of the learning in progress and modifying forward behavior" (Bridges and Kerry,1993: 169). Thus, this model functions by evaluating the effects of the developmental activity in filling the gap that had been indicated before the developmental input and its potential to affect the future career of the teacher. Nonetheless, this process is "likely to be a long process of continuous evaluation or development and time consuming to monitor" (Bridges and Kerry, 1993: 1998). In addition, this researcher assumes that this approach is appropriate for a training kind of intervention where pre identification of needs have been conducted.

Furthermore, PD can be evaluated using their core themes as indicators of the development activity by relying on the personal reports of the participants in relation to their attainment. Day and Sachs (2004) refer to Clement and Vandenberghe (2000) who identified three core themes in PD which can also be used as core themes of learning as follows:

An increased sense of control (feeling capable of doing the job properly); a degree of flexibility (feeling able to successfully deal with new demands or tasks in the job); and increased capacity for accountability (being more able to provide educational justification for one's actual practice). These core themes can be used as formal indicators of professional learning. (2004: 227).

In this regard, therefore, the personal account of the participants of the developmental undertaking is one important impact indicators for evaluation of PD. The feelings in relation to their ability to discharge their responsibility in a better way, their feelings in accommodating and managing new needs and demands and the development of their feelings in shouldering more responsibility with accountability are potential areas of assessment. And this value of self report is asserted as "These authors stress the importance of personal relevance in self-reports by teachers on their learning, thus avoiding any normative stance about the content of CPD. The criterion for relevance is placed with the teachers. (Day and Sachs 2004: 227).

Day and Sachs (2004) also refer to Guskey (2000) to indicate alternatives of evaluating CPD. This proposal of PD evaluations asserts that the quality of PD is influenced by the content, the process and the context, and stresses on the importance of gauging impact of CPD at different levels. These five levels are: participants' reaction; participants learning from CPD; Organizational support and change; participants' use of new knowledge and skills; and student outcomes Day and Sachs, 2004).

Thus, there are varieties of alternatives of evaluating PD depending on the context of the undertaking. This evaluation procedure allows not only a deepening of one's understanding of the determinants the effect of CPD, but also allows one to learn from this and improve future CPD practices (Day and Sachs. 2004: 230). That was why this proposed Multi Dimensional Interactive Approach to PD utilized options that are integrative, interactive, collaborative and claimed to be relevant to the context of the study.

2.6. Theoretical and Conceptual Framework of the Multi-Dimensional Interactive Approach to CPD for English Language Teacher Educators

In spite of people's perception of learning distinctly, this project considers the process of learning as a result of the interaction that takes place between the learner and his/her immediate environment which is initiated and enhanced by the background knowledge of the learner. The new learning that capitalizes on the past provokes thought and simultaneously results in a complete alteration, modification or stagnation of the existing stock of knowledge. In this process of learning, factors that contribute for the learning can be diverse options ranging from a simple observable and objective phenomenon to a complex social reality. Human beings, therefore, react to and interact with these phenomena and with each other. As a result of this interaction, the person constructs a new knowledge and experience that revises or reinforces what is already known. Teacher's learning that this proposed approach aspires to realize, too, is in line with this basic understanding of learning as a social construction of knowledge.

Accordingly, this proposed model relies on and aspires to advance basic theoretical assumption of a constructivism learning theory. This theory is defined by Scholnik, Kol and Abarbanel (2006) as follows:

Constructivism is a theory of learning which posits that students learn by actively constructing their own knowledge (von Glasersfeld 1996; Fosnot 1996; Duffy and Cunningham 1996) ... "Concepts cannot simply be transferred from teachers to students – they have to be conceived." Learning is a process that involves active construction and not passive acquisition (2006: 12).

Under this broad definition of constructivism, there are different categories of constructivism of which the two major are cognitive constructivism and social constructivism (Scholnik, Kol and Abarbanel 2006). The former emphasizes the cognitive development as an outcome of individual effort while the latter ascribes it to the influence of interaction with others. As a result, the proposed model, which considered collegiality as its component, upholds the view of social constructivism – constructivism that Vigotsky attributed to the development of knowledge of language to 'the Zone of Proximal Development' as a result of interaction. Unlike the theory that views learning as a mental discipline that is obtained through training of mental power (Bigge and Shermis, 2004), the social constructivist theory attributes learning to

interaction with the environment. As opposed to learning as conditioning theory which views learning as habit formation (ibid., 2004), too, the constructivist theory — the cornerstone of this proposed approach to PD — sees learning as a developmental and insightful understanding that is constructed through active involvement in the process of interaction.

In the process of forming and testing this proposed approach to CPD, the Multi Dimensional Interactive Approach, therefore, the researcher assumes that teachers are in a regular dynamic state of mind in the process of discharging their responsibilities. The task of teaching, which daily requires new preparation; the students, who daily come up with new needs and demands; and the school environment, the atmosphere that is exposed to different personalities and phenomena, are all sources of knowledge for the teacher. The actual practice of the teacher that takes place within this context makes the process of learning of the teacher active and necessitates undergoing a path that brings about continuous change and improvement through questioning the existing knowledge and reflecting upon it in a collaborative environment.

Accordingly, the interaction that exists in the context of the teaching-learning process and the collaboration that emanates from it are the foundation for the PD of the teachers. Dadds (2001: 54) asserts “Learning is a social experience, so professional growth is usually fostered through exchange, critique, exploration and formulation of new ideas.” The Multi Dimensional Interactive Approach, therefore, materialized this instance of development.

This model, however, does not have the assumption that teachers are inadequate in their theoretical knowledge and as a result it does not attempt to offer a different kind of course or knowledge as an independent input. Rather, it focused on shaping practice. Contrary to the deficit model which assumes that teachers need more knowledge and skill, the Multi Dimensional Interactive Approach attempted to be aspirational. The aspirational approach “acknowledges that teachers who are already effective at what they do can built on this, can improve in a quest, for example, for schools to become learning communities” (Day and Sachs, 2004: 9). This proposed approach, too, has this expectation since it attempts to break isolation and facilitate interaction among colleagues.

In the process of its realization, therefore, the proposed approach recognizes that the educational system of the country, despite its drawbacks, has long tradition of experiencing diversified activities of developing its professionals. The preliminary assessment of this study and the experience of the researcher witnessed that teachers have different exposures of developmental opportunities. Short term on-job trainings, seminars and workshops are some executed in different circumstances. Professional upgrading courses and in service trainings are also the others. Teacher evaluations, diverse practices of colleagues working together on some tasks are also carried out as frequent experiences. Besides, reflection, too, is under exercise through different training modules such as HDP and CPD though it is a recent phenomenon effectiveness of which is dubious.

However, different studies indicated that the students are not at the required level and standard in their academic performance. Some of these are Ministry of Education and Fine Arts, 1974; Stoddart,1986; Hailemicheal,1993; Gebremedhin, 1993; Awol,1999; Berhanu,2000; MoE, 2003; Tekeste, 2006. The others, MoE I, II, and III 2009, [see details in 1.1. and 2.7.] assert that the classroom situation of different levels are still teacher dominated. In all the circumstances thinking for an option that is likely to improve student learning and/or enhance the effectiveness of teacher performance is important.

In addition, the modern understanding of the profession, teaching, demands constant change and improvement as a result of diverse economic, social and political factors. On top of this, teachers' collegial interaction is likely to be required and developed in different directions since new demands of professionalism are appearing time-to-time in teaching. The changing times and the demands that grew with these changes necessitate new kind of professionalism. To fulfill all these needs, therefore, thinking for a better PD opportunity that accommodates some components of modern professionalism and that is likely to lay foundation for a new culture is vital.

To this end, looking for a mechanism in which the familiar but unexploited potentials that could be utilized effectively in line with the requirements of the time was the least demanding in terms of resource utilization. It is also assumed to be an alternative to avoid shock and resistance that is likely to arise from introduction of entirely new concepts. The fact that these

concepts are popular, some of them at least in rhetoric, in the system and that they are not new to the teacher educators who are likely to be the subject of the study, makes the success of these experiences more probable as long as they are researched and refined. In line with this principle, therefore, the model capitalized on some of these experiences; namely, collaboration, observation, appraisal and reflection.

One of these components, collegiality, has a strong potential for PD. West-Burnham and O'Sullivan (1998) the benefits of collegiality and its power of as follows:

Teachers who interact with their peers learn and practice many of the interpersonal skills and develop the repertoire of tactics ... This informal learning situation can present them with the opportunity ... to develop a capacity for empathy ... to acquire a sensitivity to knowing which lines of action are most appropriate ... and to become more skilled at employing the interpersonal skills needed to develop a mutual definition of the situation that facilitates one teacher's ability to influence another (1998:101).

Similarly, Hargreaves (1994) states, "Brainstorming and bouncing ideas of each other were among the benefits of collaborative work for many teachers; their spur to creativity (1994:181). Thus, the driving force behind this innovation is the interaction that the social nature of learning breeds. These advantages of collegiality make it one option of the approach.

With this regard, the Department of English Language Teaching has staff members of diversified experience and teaching background. Thus, in the context of the study, it is highly likely to find different experiences that can be shared among the staff members by creating appropriate context and environment of collegiality. McLaghlin (1993:196), who researched on teachers in Britain and America, writes the following in relation to the potential benefit of collegiality:

Teachers view their colleagues as valuable resources and draw heavily on them for ideas, techniques, support, and inspiration. Since teachers seem to derive as much usefulness out of the informal and formal situations, it might be that increased opportunity to interact with teachers, regardless of the setting, would be perceived as beneficial by teachers (1993:196).

Thus, this potential of advantage of colleagues makes it the component of the approach under investigation.

In short, the researcher assumed, now realized, that the Ethiopian situation, particularly the setting of the study, seems similar to what Day observed in another context. Day (1999), referring to Dillon-Peterson (1981) illustrates, “It is still the case that most teachers work in isolation from their colleagues for most of the time; opportunities for the development of practice based upon observation and critique of that practice remain limited” (Day, 1999: 480). In such a situation, therefore, testing the effect of collegiality and considering it as a component of the model is valuable.

On top of this, classroom observation of the lessons is also a component of the approach. As far as the knowledge of the researcher, though the tertiary level education system of the country is not familiar with supervisory classroom observation of the instructors, teachers of the other levels have experiences of classroom observation of their supervisors. Nearly half a century long document of the Ministry’s Handbook for Supervisors states the importance of classroom observation in the process of helping the teachers. It says, “Classroom visits are integral and important part of supervision. If the supervisor is to understand the instructional problems of teachers, and to be of practical help to them, he needs the immediate contact of the teachers and children in their particular learning environments”(MoE, 1963).” Nonetheless, the degree of utilization of this potential developmental input in the system in the explained direction is not known to the researcher. Notwithstanding its long years of service, the researcher’s knowledge of this tool is that it serves administrative purpose.

Thus, though the objective of this kind of supervision will not be a concern for this study, the long age of the practice counts to pick it as an option with basic modification of purpose. Besides, the teacher educators’ classroom observation of their student-teachers during teaching practice and the practicum class observations of different kinds after the Teacher Education System Overhaul are instances to make observation more friendly so that it is opted as an alternative for PD. The type and objective of this observation, however, is different in this study. The following view of Farrell (2003), which emanates from Korean practice, will be attempted.

Groups of individuals link critical friendships in some way to observations of classes. In this way the critical friends can have an open dialogue which is grounded in their observations and experiences. Colleagues can engage each other

in systematic reflection and thus direct others' professional self-development ... Critical friends can "stimulate, clarify, and extend thinking ... feel accountable for their own growth and their peers" (Farrell, 2003: 17).

Accordingly, the proposed approach will use classroom observation conducted by a peer, a critical friend, as one of its components.

The other component of the model is reflection. Since the concept and practice of reflection, as it is now perceived with its philosophical background, is officially introduced in the educational system, the staff members of the department are believed to be aware of it. To indicate the significance of reflection in the PD, Convery (2001), who referred to Schon (1983), expresses "Professionals can no longer rely on an accepted body of knowledge as being applicable to the diverse human challenges which they encounter, rather, they must consider a response to each individual problem in relation to the ends they hope to achieve and the means which are available for this response (Convery, 2001: 133).

Thus, this motive of achieving diversified options out of which appropriate experience might be obtained makes the issue of reflection a necessary component of effective professional performance and worthwhile mechanism of updating one's knowledge regularly. This kind of reflection which demands collaborative efforts of colleagues, therefore, creates a forum in which both components of the model, collegiality and reflection are likely to integrate and interact for effective PD.

By so doing, the model is hoped to contribute its share to lay foundation for modern professionalism; [Refer to 2.1.2.1.]; i.e., transformative professionalism, — a new and advanced kind of professionalism which is established on the ground of "increasing opportunities for professional dialogue; reducing teachers' professional isolation; and connecting professional opportunities to meaningful content and change efforts" (Sachs, 2004: 14). In this case, too, although the degree of its realization and utilization is not known, incorporating reflection as one of the components of the model is supposed to have strong potential for the PD of the English language teacher educators.

The last component, teacher performance appraisal scheme or system, is one of the experiences that have a long background in the educational system. Addis Ababa University, for instance,

has been utilizing Instructor Performance Evaluation Questionnaire that has been conducted by the students since 1988. Though this researcher, as a staff member of the university, had not benefited from this tool in its developmental aspect, appraisal as a practice has a lot of advantages in the context in which it is executed effectively. In this regard, Craft (2000) referred to Bollington who stated that appraisal should not be an end and asserted that “it provides an opportunity for detailed discussion and reflection on individual and school priorities ... the key to use appraisal is to provide support for development in the areas of curriculum, management, teaching and learning” (2000: 41).

Concerning the use of appraisal, therefore, though its purpose and degree of its utilization is not known to this researcher so far, the Department of English language teaching of the School of Education of AAU, similar to other faculties or departments, conducts teachers’ performance appraisal by the students twice in a year by using the evaluation form utilized in all the faculties across the university since 1988. However, there is neither written evidence nor perceived observation of this researcher in his preliminary study that the university utilizes this appraisal scheme for the PD of the staff. Similarly, the researcher has little knowledge whether or not the self and peer appraisals are exercised despite their potential to realize effective CPD.

Thus, while successful realization of this mechanism can lead to reflective teaching – an input to as well as output for PD , this potential is not utilized in the context of the study. Parker explains Reflective teaching, “as a process that involves a willingness to engage in constant self-appraisal and development, which among other things, implies flexibility, rigorous analysis and social awareness” (Parker 1997: 31) to realize successful CPD. In this process, it is believed that the process merges the components. As value of appraisal is partly related to reflection, so also is the significance of reflection linked to collegiality. Convery (2001) writes this as follows:

For constructive self- critical reflection, teachers need to believe they have the support of others who will sufficiently respect the integrity of their enquiry to enable awkward and uncomfortable self-revelations to be identified. This provides the basis for teachers to engage in more productive alternative behaviors. ... the knowledge of such support, from both a colleague and a supervisor, means that I [the writer] acknowledge my defensiveness (Convery, 2001: 138 – 139).

Accordingly, successful reflection and interaction requires collegial collaboration. To realize this again, selection of a critical friend needs care. Thus, this study had considered the required care for its effective accomplishment. In addition, in the process of investigating the applicability of the proposed model for the desired purpose, this research project has developed a concept map. This concept map shows the relation and interaction of each component.

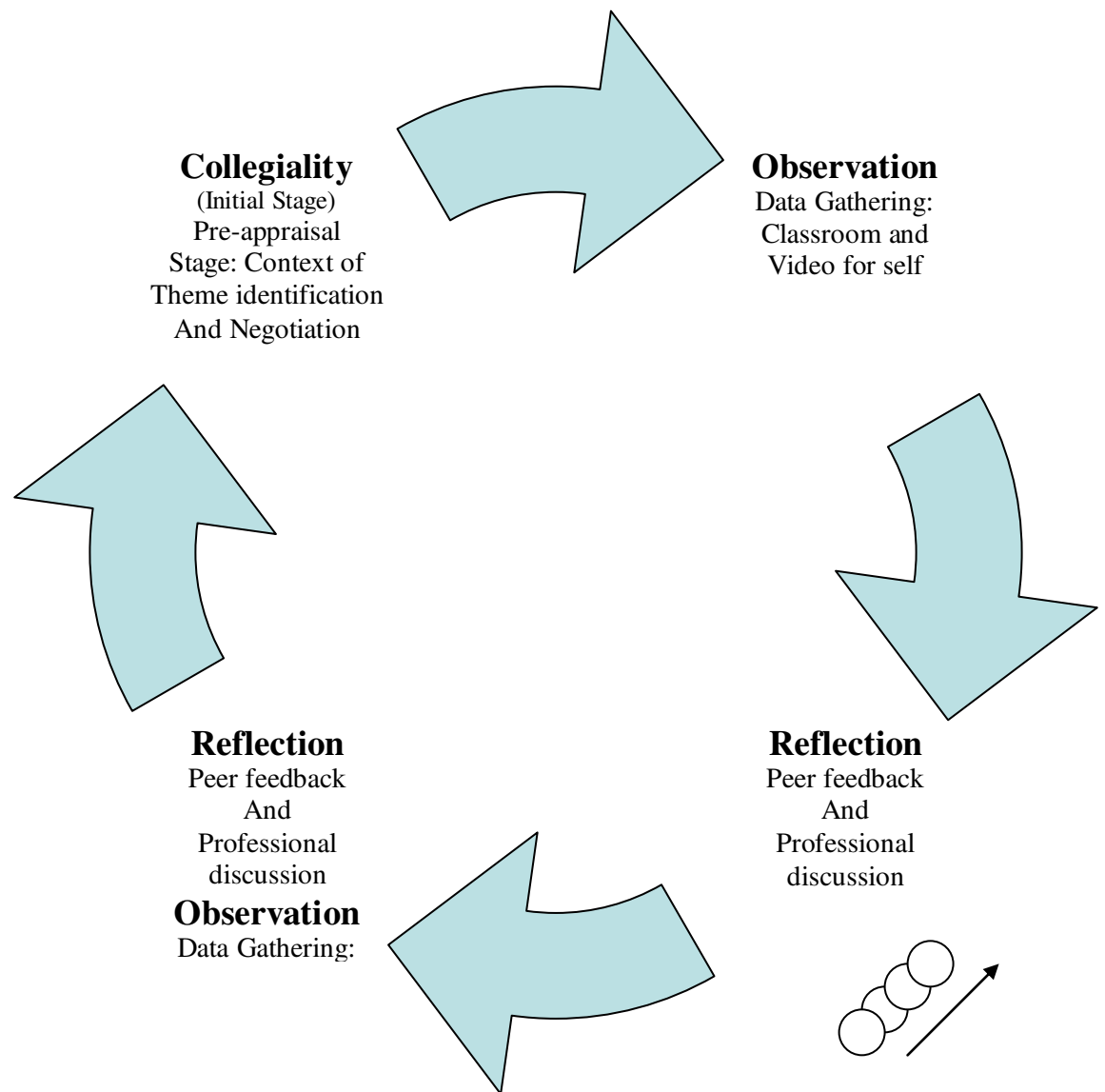


Fig.1.1. Conceptual Framework of the Multi-Dimensional Interactive Approach to CPD

As it is observed from the concept map, the process of formulating this Multi Dimensional Interactive Approach emanated from the possibility of creating integrated interaction between the four components; namely, collegiality, observation, reflection and appraisal. In its process of implementation, colleagues discuss and agree upon focus area of development that needs to be observed. Then the peer conducts the observation in line with the agreed upon area. This will be accompanied with reflection session among colleagues. Finally, the appraisal of the feedback obtained from a colleague self that follows reflection is likely to enhance professional competence and thereby shape future action as a result of the professional development.

In the process of interpreting the concept map, the small interconnected circles or chain of circles with an upward pointing arrow is designed to indicate the potential of the model to be sustainable and that it can be used continually. In other words, the small circles and the arrow indicate the possibility of using the approach in the long term plan since each time on a different path is distinct to make PD continuous.

Thus, in developing this lifelong developmental approach to PD, though the governing principle is constructivism learning theory which basically rely on background knowledge and internal motivation of the learner, the fact that constructivism is also criticized has been acknowledged. For instance, Winch, says :

Doubts about objective truth, growing confidence in humanity's ability to shape the world according to its desires and the belief that a lot of what we know is, in a sense 'already there', have combined to produce a heady brew called 'constructivism', which sees learning not as 'discovery', but as invention, or fabrication by means of imagination. ... this brew ... has hallucinogenic properties, leading to distortion of educational methods and objectives (Winch, 1998: 191).

Accordingly, constructivism is an illusion that distorts learning. To disprove this learning theory, this writer refers to literature and history that was felt to be influenced by constructivism. Winch (1998: 198) adds, "In both areas, learning is held to take place through a process of hypothesis-formation and testing which can be constructed as a kind of invention." In addition, the other problem pertinent to this is that "Constructivists differ among themselves with respect to the mechanisms that they set at work in the learner (Curren, 2003: 239). In spite

of the fact that this learning theory relatively a recent phenomenon compared to behaviourism, there are differences within its proponents and also opposition from the positivists who hold the view that learning is habit formation.

Nonetheless, either the opposition or the division will not make it less likely to be accepted. The first reason is that “construction of knowledge is a process involving both physical *and* [emphasis of the original writer] intellectual activity. Dewy, Piaget, Vygotsky, and Van Glasersfeld, among others, are unanimous about this (Curren, 2003: 240). On top of this, “Educators should also keep in mind that one can adopt many of the practices recommended by the constructivists without being a constructivist. Similarly, one can be a constructivist without using every pedagogical strategy blessed by the parent doctrine” (Noddings, 2007: 131). Thus, regardless of the controversies within the learning theory and oppositions from outside, the researcher feels the proposed approach is developmental.

To sum up, it was suggested that “To serve teachers’ needs, PD must embrace a range of opportunities that allow teachers to share with one another what they know and what they want to learn, as well as to connect their learning to the context of their teaching” (McLaughlin and Oberman, 1996: 206). Thus, the integrated interaction of each component of the proposed approach is likely to offer a range of opportunities that is linked to their actual teaching. This is believed to facilitate effective learning that can be materialized through collegial interaction and reflection. “While effective CPD is social, interactive and context related and if it is to challenge the participants to critically review their beliefs and ideas, it must be relevant to their agenda.” (Day, 1999: 100). However, this is fulfilled, when the participants, explains Day by citing Stallings (1989) :

Become aware of a need for improvement through their analysis of their own observation profile; try the ideas and evaluate the effect; observe in each others’ classroom and analyze their own data; report their success or failure to their group; discuss problems and solutions regarding individual students and/ or subject matter; use a variety of approaches ; --- observations, entry to video tapes, presenting at professional meetings (Stallings (1989) in Day (1999: 100).

To appear in this integrated form, therefore, this proposed approach to CPD is in line with Villegas-Reimers (2003) assumption that “ most PD initiatives use a combination of models simultaneously and the combination vary from setting to setting” (2003:69). Accordingly, the

setting in which these concepts are familiar facilitated their success. Hence, the Multi Dimensional Interactive Approach to continuous PD was believed to fulfill these conditions of functioning in a collaborative environment and generate the required PD.

2.7. The Development of Teacher Education in Ethiopia

The development of Pre-service, in-service training and other on-job PD activities in the teacher education system of Ethiopia are presented under this sub-topic.

2.7.1. The Pre-service Teacher Education Program

Though the introduction of modern education is a 20th century phenomenon which began with the establishment of Menelik II Primary School in 1908 in Ethiopia, significant progress in the area of teacher education was made later. The first teacher training institution, which was housed in one room in Menelik II School, was opened in 1944 by the Ministry of Education and Fine Arts (MoE, 1964, Hailom, 1993) and the British Council provided the first director (MoE, 1964). This became a college, which later moved to Harar in 1952-53 (Hailom, 1993).

The other was the establishment of University College of Addis Ababa (UCAA), which had two faculties; namely, Faculty of Arts and Faculty of Science, in 1951 with the intention of producing teachers who could teach at different levels. (Aklilu Habte, 1969:59 in Fisseha (1984); Geremew, 1995). In this process, the Department of Education, which was “established in UCAA in 1952[of which] the training of primary school teachers and principals was one of the priorities” (Aklilu Habte, 1969:59 in Fisseha (1984); Geremew, 1995; Yalew, 1999: 2) was organized under the Faculty of Arts. Later, this department “was expanded into a separate Faculty in 1962 ... and eventually launched seven areas of study: Elementary Education, Secondary Education, Educational Psychology, Guidance and Counseling, Education Administration, Research and Services, Technical Teacher Training and Library Science” (The Decades of University Education 1950 – 1980: 13).

In the preparation of these teachers, Laboratory School was established under the Faculty of Education to prepare secondary school teachers “as an auxiliary unit of the faculty to serve as a model and demonstration school as well as a practical research center where new educational curricula and improved teaching methods and materials can be tested in a comprehensive way

with Ethiopian students” (Addis Ababa University, 1980: 14). With regard to the value of laboratory school, international experience indicates, “During the 1930s laboratory schools played a major part in introducing ‘participation’ as a technique of teacher education” and “probably the most famous was laboratory school found by John Dewey” (Turney, 1987:696).

However, in regard to the training program of elementary teachers which was underway before the establishment of UCAA, the process was challenging. The need to get more teachers as a result of expansion of schools necessitated conducting teacher training in schools recruiting students from grades 8,9,10 and 11 who were trained for 4, 3, 2 and 1 years respectively (MoE, 1971). However, this was not successful. As a result, therefore, the Community Teacher Training Programs were opened in schools. The Majete Community Training School and the Debre Berhan Community Teacher Training which were opened in 1956 and 1957 respectively became school teacher training programs (Hailom 1993). The purpose of these Community Schools was “to train teachers in community education along practical and functional lines to become leaders in the rural areas in which they were to teach” (MoE, 1971).

And yet, since these community training centers were not able to satisfy the growing needs, the TTIs and other levels of teacher trainings were established later. The Haile Silassie I Day School of Addis Ababa that was opened in 1960, Jimma Teacher Training in 1968, Kotebe Teacher Training in 1969, Debre Berhan, Awasa and Nekemte teacher training institutes in 1972-73 were instances for the expansion of institutions of teacher training (Hailom, 1993). With regard to model of training that governs the teacher education system, it was the Craft Mode (Hailom, 1993). On top of these, Bahir Dar Teachers’ College, which was originally named Academy of Pedagogy, was also established in 1973 (Yalew, 1999) to train secondary school teachers.

In 1974, as the Military government took power by overthrowing the Monarchy, a new political orientation, the Socialist System, was introduced in the educational system (” (The Decades of University Education 1950 – 1980) although the educational structure of all levels continued to operate as it were functioning. Afterwards, additional training institutions were established - Robe, Dessie, Nazareth (which was called Adama later), Gonder, Metu, Bonga, and Debremarkos teacher training institutions were also opened to train teachers for the

primary schools. In addition to Addis Ababa University, Asmara University, which was originally a teacher training institute, was upgraded to university and continued graduating specialists who were teaching in secondary schools in different fields from 1995 till the liberation of Eritrea, 1991.

In 1991, the Transitional Government of Ethiopia that took power from the military government proclaimed a New Education and Training Policy in 1994 and introduced a new educational structure that has been implemented since 1995. This Policy claimed to bring about radical change in the system. It also stated major educational problems it envisaged to address. These are: lack of clear objectives and failure to address the issues of equity, quality, access and relevance (NETP, 1994).

Some changes that affect the structure of teacher education have been effective in the system since the introduction of this New Policy. The previous educational structure of 6-2-2- years of primary, junior secondary and secondary education has been replaced by the new 4-4-2-2 structure. Of the latter, while the first two are 1st and 2nd cycles of the primary, the rest are general secondary and university entrance preparatory schools respectively. The four years university education was also reduced to three. In line with these, the entire curriculum of the country was revised to meet the changes. The nature of the trainings and the situation of the institutes by the time the proclamation was declared were described as follows:

Presently there are 12 TTIs operating in Ethiopia ...There are residential colleges that draw students who have graduated from Grade 12 secondary ... The oldest institute was over 40 years old, however, the majority were constructed within the last 15 years, ... teachers salaries were considered meager (currently starting at just over \$40 per month and [teaching is] considered the occupation of the last resort) (Benson, 1994:6).

Apart from the changes in educational structure and the medium of instruction in the primary schools from the official language to national languages of the regions, the need for change in the quality of teacher education was also promised in the policy. In this regard, linking research and higher education and some components of teacher training have been explicitly stated. In addition, “basic knowledge, professional code of ethics, methodology and practical training” (MoE, 1994:20) were asserted to be incorporated in the teacher education programs and that “Training institutions of all levels will be required to gear their programs towards the

appropriate educational level for which they train trainees.” (MoE,1994: 22). In the material designed for primary school teachers a new dimension of teacher learning was introduced. English Syllabus for Teacher Training Institutes (1995) quoted in Melaku (2001) asserts this fact as follows:

Trainees learn to teach by teaching. The trainees will not learn to teach English simply by receiving information about ELT methodology. They must practice using it. The syllabus therefore specifies both ‘received’ Knowledge – knowledge gained by learning about the methodology and language from experts – and ‘experiential’ knowledge – knowledge the trainees gain by practicing teaching skills and then discussing and reflecting on their performance (Melaku 2001: 28).

As far as the assessment of this researcher is concerned, this introduced the Reflective Model of teacher education throughout the country for the first time although the first initiative in the country was that of Hailom (1993) who discussed the concept in the process of developing his model of teacher training– Learner Centered Teacher Education. The concept reflection, however, is widely dispersed in the educational system since the TESO program.

Throughout these changes, the numbers of educational and training institutions have dramatically increased. Since, “Ethiopia’s primary school net enrollment rate increased from 25% in the early 1990s to 91.8% in 2006/07, this increase is feeding the secondary schools” (MoE III, 2009). As a result, a large number of teaching forces of different levels are deployed in the system with the increase of all levels of institutions. However, although the New Education and Training Policy witnessed the previous problems and claimed to remedy them, some problems persisted throughout.

As a result, national level study was conducted in the area of teacher education. This national study of the Task Force of the Ministry of Education, of which this researcher was a member, that was undertaken in 2002 identified major problems that necessitated Teacher Education System Overhaul (TESO) that had been implemented 2003 to 2008 as TDP 1. The identified gaps were:

The existing teacher education institutions have been expanded, some are upgraded and new ones are built. The training curricula have been revised. There remain

problems in: meeting the demand for more teachers, making the training curricula more relevant to schools; and also updating existing teachers to effectively implement the new curricula and use child-centered (learner-centered) methods of teaching so that the quality of education will be improved (MoE, , 2002: 7).

In this process of the development of the teacher education system of the country, the number of higher educational institutions dramatically increased. The number of government universities was raised from two to eight in the mid 1990s and later to 22 when 13 new universities, most of which involved in teacher training immediately upon formation, were opened in 2005. “As of 2007 – 08, there are 22 government universities (of which AAU is the largest)” (MoE, 2009: 59) operating in the system. On top of these, foundations were laid to begin constructions of ten more government universities in different parts of the country (Interview with the Expert of MoE, January, 2008).

With regard to teacher training, for instance, “In the year 2007/8 academic year, 23 TTCs and 19 universities were conducting teacher education programs for primary and secondary schools respectively” (Interview with the Expert of MoE, January, 2008). Since the implementation of this policy, unlike the previous educational systems, the numbers of training institutions of the non-public sector that involved in teacher education also increased. However, the latter were made to withdraw from the business as a result of government directives since 2008.

In spite of this expansion and different intervention mechanism of the TESO program, the Ministry stated that TESO hardly affected the quality of the education of the country. It was asserted that “Its too ambitious indicators and its disappointing effect in improving pedagogy in the classroom” and other problems (MoE, 2009:3), the Ministry wanted to run the teacher education system in a new form. This is designed to be Teacher Development Program Two (TDP II).

This program, TDP II, is a teacher development part of general education quality improvement program (GEQIP) of the Ministry which is “continued improvement of quality teaching and learning through targeted interventions which brings about lasting systemic change. It aims to improve the quality of instruction and therefore student learning” (MoE III, 2009:3). The TDP II has been started from Ethiopian Fiscal year 2001 (2006/ 07) and it plans to remedy all the problems that were obstacles to successful attainment of targets.

As a result, different intervention areas have been identified. These are: program management which has two sub-components; namely, the ‘pre-service teacher education and quality improvement’ and ‘in-service teacher education and quality improvement’. The first includes: selection, module development, practicum, higher diploma program, English language improvement centers and Alternative basic education. The second component incorporates: continuous PD, English language quality improvement program, teacher licensing and re-licensing and upgrading. Accordingly, the continuation of the desire for continuous PD still makes this research a timely undertaking. In regard to this study, however, TDP II was not part of the study since it was on planning stage.

2.7.2. The In-service trainings

In addition to the pre-service training, the in-service programs for teachers that “started in 1958 as a joint undertaking by University College of Addis Ababa (UCAA) and Ministry of Education ... [with] the ... objective ... to up-date and up-grade the professional knowledge and skills of secondary school teachers” (Yalew: 1999:5), has been serving the same purpose in many institutions since then. At all levels, these programs are intended to up-grade the certification level of the teachers so as to enable them to be teachers of the next higher level of the educational structure. This program functions at all levels since there is up drifting of teachers in the system [see Background, 1.1].

2.7.3. On-job Trainings and Other PD Opportunities

The teacher education system of Ethiopia uses different terms for on job training opportunities offered to the teachers on their duty after completing their initial training and/or to others who joined the profession without their pre-service training. In addition to in-service training, which is known since its inception in the system, 1958 (Yalew, 1999), the others recently introduced are CPD and PD. Though the researcher did not come across a document that indicates the duration of the beginning of on-job trainings in the country, experience acknowledges that this alternative to PD has long history

However, these recently propagated concepts PD and CPD, that were not familiar in spite of the diversified and rich experiences the system has for a long period of time in forms of

workshops, seminars and conferences, have their own distinctive features. This paper focused on the CPD alternatives that were realized since the TESO program since they are the ones for which recorded documents were accessed by the researcher.

The document of the System Overhaul indicates some areas of the weakness of the teacher educators that were derived from the study of the Task Force. This is stated as follows: “Their [The teacher educators’] strengths are their academic knowledge and qualifications and their weaknesses lie in their inability to employ the teaching approaches and methods (including assessment) that are set in policies” (MoE III, 2003: 1). On top of this, the same document states that “The teacher educators should form vanguard or spearhead of educational initiatives and innovation, but at present that is far from being the case. Action to professionalize the teacher educators is also vital” ” (MoE III, 2003: 1).

As remedial solutions to the problems related to the causes of ineffectiveness of teachers in the profession that were identified by the study of the Task Force, conducting continuous PD (CPD) was recommended. To realize it, an independent sub-committee formed for this purpose designed a working document with a plan of institutionalizing it. This document suggests that CPD would be given to the teachers and teacher educators of all levels. Since the New Education and Training Policy asserts, “The criteria for the PD of teachers will be continuous education and training, professional ethics and teaching performance” (MoE, 1994: 21), the recommendations of CPD are also in line with these policy statements. The document asserts that CPD will be accessible and essential continuous process which will be obligatory for each teacher with an intention of building professional knowledge and skills so as to make them competent for their level. (MoE II, 2003: 5).

Concerning this option, different forms of on job training programs have been offered in forms of workshops, seminars and symposiums. With these on-job trainings, concepts such as reflection and continuous PD appeared officially through different documents and were disseminated to schools and training institutions through CPD manuals designed for the teachers in the pipeline and the induction manuals prepared for the newly qualified teachers. In addition, the higher diploma program (HDP) was designed and implemented in teacher training institutions of all levels with intention of teacher certification. As stated in the module, “The

HDP will become another regular training program within the education faculty. The MoE remains committed to the HDP as being essential to the development of quality education in Ethiopia. It is for this reason that possession of the Higher Diploma Certificate will become a requirement for every teacher educator” (MoE II, 2006: Foreword).

It [HDP] will be an essential part of the professionalisation of all existing teacher educators through it being a precondition for licensing as a teacher educator. --- The diploma will be carried out largely on-the-job and will emphasize the key elements of the role of the teacher educator as well as ensuring competence in the learning and teaching methods and assessment modes required in the TEIs “ (MoE III, 2003: 2).

This program has also listed a number of objectives that seem to be multi-dimensional and over ambitious to be attained in 120 hours of the training. In addition, a simple survey audit into the training modules can lead to a clear supposition that these objectives are hardly attained at the completion of the course. These diverse objectives are:

- Support the implementation of the TESO program
- Identify their own needs and become a reflective teacher educator;
- Develop teaching as a skill, based on sound theoretical knowledge and experience;
- Use active learning and student centered method;
- Become a role model of a good practice;
- Have a high standard of professional ethics and clear values;
- Provide a high quality experience for student teachers;
- Help school teachers be more effective in their own teaching;
- Be involved in action research;
- Develop team working skills;
- Address gender issues;
- Support disadvantaged students in the institutes;
- Promote good citizenship;
- Play an active part in community development; and
- Plan their own PD and career. (MoE II, 2006: 6).

This seems to be one of the reasons to say “The key indicators were too ambitious (MoE III, 2009) as problems of implementation of this phase of teacher development.

The HDP module designed for teacher educators of all levels, has four modules; namely the Reflective Teacher Educator, Developing Active Learning, Improving Assessment and Action Research: Making a Difference. Though the direct relevance between some of the objectives and the contents planned to be covered is hardly visible to this researcher, these topics are intended to be covered in 120 hours. In short, a highly centralized and uniform package of

CPD is implemented across the board in all TEIs regardless of their contextual distinctions. To be specific, it is operational “ in 21 TTCs and 16 universities this year” (Interview with Expert from MoE, 2008).

Later, the English Language Improvement Program (ELIP) was also designed and implemented throughout the country for the secondary school teachers as a means of PD. “The ELIP has been introduced in order to improve the quality of teaching by raising the level of language proficiency amongst teachers. Under ELIP, 56 Key English Language Training Advisors (KELTAs), close to 1,000 Key English Language Trainers (KELTs), and more than 70,000 teachers have been trained (MoE, 2005:15). In addition, the extension of ELIP, the English language improvement centers (ELICs) were established in some of the teacher education institutions of higher level, including AAU, with the objective of improving, unlike the previous intention, the English language proficiency of the student teachers.

To summarize, the Pre-service and the in-service teacher education programs of the country have been exposed to different interventions of teacher development after the Teacher Education System Overhaul of 2003. TDP 1 had a lot of exercises that were attempted to improve the quality of the teacher education system. After these interventions, however, it seems that the problems still persist and the performances of the teachers are hardly changed. The background of this study [Look for details in 1.1.] has attempted to assess this situation and relate it to this research project as a justification of the undertaking. It is also believed that these problems have affected the PD of the teacher educators. Thus, examining different alternatives of PD and proposing what is felt to be effective is essential. To this end, this research was conducted. The following is the details of the study.

Chapter 3: Research Design and Methodology

This Chapter addresses the research design as well as the plot and the major studies with their different sub-topics as follows:

3.1 Research Design

In the attempt of exploring the PD of the English language teacher educators and test a proposed approach, the study employed non-experimental qualitative design that followed qualitative case study research in order to describe the issue under investigation as it is actually occurring in its natural setting. To this end, the study was conducted on identified cases in a classroom context. The rationale for the selection of this method was its potential to create a detailed access by going to the work places of the cases and giving them chances to reveal their real life and expectations that were not influenced by what the researcher read (Cresswell, 2007:40). Moreover, the desire to conduct a deep investigation to create better understanding and the potential of this method in helping “find natural solutions to problems — the solution that people devise without policy intervention (Marshall and Rossman , 1999:15), make the method appropriate for the study.

The research strategy designed to be pursued is a case study method — a strategy that “involves a careful and complete observation of a social unit, be it that unit is a person, a family, an institution, a cultural group or even the entire community [and since it] is a method of study in depth rather than breadth” Kothari (1990:140), it was believed to be the right strategy to get adequate and diversified information. In addition, the nature of knowledge that this strategy creates makes its success likelihood:

It [Case study research] is more concrete — case study knowledge resonates with the readers’ experiences because it is tangible and illuminative. It is rooted in the context of the study and is also related to the reader’s knowledge, experience, and understandings as they compare and contrast the case to their own life experiences (Gay, Mills and Airasian, 2009: 426).

To this end, relevant and important cases, partners of the study, who were identified as colleagues were identified, informed about the study, oriented on what and how to go about and involved in the study as partners. This facilitated the exploration of the PD opportunities underway in the English language teacher education of the subject institution and actual

classroom environment as well as performance of the teacher educators. In this process, therefore, classroom research was pursued. Allwright and Baily, (1991), who asserted that classroom research treats classroom interaction as worthy of investigation, express the following:

The learners bring with them their whole experience of learning and of life in classrooms, along their own particular needs that they hope to be satisfied. And the teacher brings experience, too, of life and learning, and of teaching. The teacher also brings into the classroom ... textbook. But no matter what they all bring, everything still depends on how they react to each other ... when they all get together in the classroom. It is a matter of constant interaction. (Allwright and Baily: 1991:18).

Thus, in this classroom interaction that the study attempted to enhance and investigate so as to look at the PD of the teacher educators, the data that were extracted from the actual teaching learning process. Since the teacher educators discharged their professional obligation of diversified knowledge and skills in the classrooms while facilitating effective learning from which learners construct knowledge, at least the rhetoric for some [The details in Chapter 4], this setting created opportunity to conduct a study pertinent to PD of the teacher educators. Since investigation of classroom teacher performance in the teaching learning process and thereby extracting data from it, enables identifying “existing problems which we can already observe; emergent problems which we discover in our initial investigations; and potential problems which we anticipate might develop if we took a particular course of action” (Pollard, 2002: 43), this research, too, pursued this path to attain its objectives.

Furthermore, this classroom interaction had also set the stage for the testing of the proposed approach to PD simultaneously with the investigation of experience or performance of the teacher educators. With regard to the importance of PD that is related to actual classroom performance, West-Burnham and O’Sullivan (1998) referred to Darling-Hammond (1997) as follows:

Teachers learn just as their students do; by studying, doing and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see. This kind of learning cannot occur solely in college classrooms divorced from engagement in practice or solely in school classrooms divorced from knowledge about how to interpret practice (p. 319). (1998: 49).

Hence, this rationale behind the approach was tested in the context of this classroom research. This chapter, therefore, presents the general context and major findings of the pilot study, and the research design and methodology of the major study. The details are divided under two sub-groups: The pilot and the major study reports are presented as follows:

3.2. The Pilot Study:

One major move in the course of the study in which promising results to accomplish the major was the pilot study. Thus, this sub-section presents this study.

3.2.1 Setting of the Pilot Study

Since the pilot study attempted to test the research methodology planned for the major study, the instruments designed for the major study were implemented and all the intended procedures were practiced. This study was conducted in Kotobe College of Teacher Education (KCTE) which is one of the senior teacher education institutions established in 1959. Since then, the college had accumulated long experience in teacher education. Its background is:

During the last five decades of its history, the college has established itself as a good model in the field of teacher education. It has trained over 35000 teachers through its regular, evening-extension and summer in-service training programs. A considerable number of teachers, teacher educators, educational administrators and other functionaries have also been benefiting a lot from the college program.(KCTE Broacher, 2009).

In addition, although this institution was restricted to running diploma program starting from 2003 after conducting degree program for about 10 years, the fact that the college resumed degree program of English language teaching, the same program with the institution under investigation, and other subjects in affiliation with Bahir Dar University during the pilot study was the substantial factor considered for its selection.

In addition, the deployed professionals who were involved in the English language teaching of the institution were found to fulfill the requirements that were expected from the subjects of the major study. In short, the long experience of the college in teacher education that is nearly as long as that of the institution under scrutiny and the qualification of the targets were the

reasons to opt for the college. Luckily enough, since the researcher had to conduct classes which were part of his regular duty that he had to discharge as an employee of this University in spite of his registration as regular student for his Ph D program, this selection did not interrupt the normal duty of the researcher since they both are found in the same city.

3.2.2 Duration and Sample Size of the Pilot Study

The pilot study, for which four teacher educators were selected to be cases, was conducted May 7, 2009 — June 26, 2009, the last date of class of the semester for the college. In addition, four other informants; namely, the Vice Dean, and one informant each from the Research and Publication Core Activity, the English Language Department and coordinator of HDP of the College were selected to be interviewed.

3.2.3 The Pilot Study Design

Unlike “aspects of case study research which can make piloting more difficult to set up and, fortunately, less crucially important” (Robson, 2002: 185), this study exercised it. After unstructured and critical observation of the context of the pilot study and information from gatekeepers, “Initial contact for the researcher and leads the researcher to other participants” (Cresswell, 2007: 125), the researcher socialized himself with the environment. In the process some endeavors were made to introduce the general objective of the research to the concerned individuals with particular emphasis to English language teacher educators before the identification of the peers who could work together — a task that was challenging for the researcher.

However, identification of partners’ peers who were hoped to work together collaboratively was facilitated by the Department Head and two peer groups were formed. Though this Department Head was very cooperative and as a result volunteered to be a Case for the study, the researcher did not accept this positive cooperation due to the position or additional role of this Head. One of the major problem of appraisal was that “Most appraisers hold management

position that were superior to the appraisee” (West-Burnham and O’Sullivan, 1998: 101). Thus, to reduce the risk of evaluative impression and the possible impact of this on the classroom observation or teacher’s actual performance while observation, the researcher had to look for another partner and luckily succeeded in obtaining one.

Later, the researcher familiarized himself with these subjects through informal discussions before proposing his intention in detail. Then after making his objective and general research area with some of its major procedures clear, he requested the question of partnership and suggested the partner proposed by their Department Head to be pairs working together. All the proposed four partners, except the one who said, “Sorry I have a lot of engagements”, accepted the request without hesitation. The “No!” response was itself a lesson for the researcher so as to anticipate similar challenging response for the major study.

In realizing this qualitative study, the researcher pursued grounded theory — “a research model in which data analysis is a dynamic process which incorporates several elements of research process, and is certainly not deferred until after data collection is fully completed (Sarantacos, 2005: 347). In line with this, therefore, these four partners were involved actively in the testing of the proposed approach and fully responded to the three instruments: semi-structured interview as well as the self and peer observation tasks accompanied with reflections .

In the process of testing the tools, the self-observation strategy was conducted after long hours of informal discussions that were undertaken before the implementation of the semi-structured interview. The self-observation into one’s teaching through the video recorded class was accompanied with self-appraisal and reflection sessions on the video recorded lessons. The next was the semi-structured interview that was conducted after the self-observation but before the peer observation session when the researcher felt that he had created very good rapport that was likely to add openness. The last was the peer observation which also had its peer feedback and professional reflection activities in relation to the focus area. Simultaneously, the other relevant program coordinators who were theoretically sampled were also interviewed.

Then after critical listening of the recorded interviews of all the respondents, these interviews were transcribed. After re-reading the transcribed interviews, the data were coded before they were organized under certain themes. Later, the data was loaded onto the NVivo computer program. After data reduction had taken place, the remaining data were analyzed, interpreted and presented under two formats: within or holistic case and multiple case formats. In both the formats, common themes were identified before they were analyzed. Moreover, the data that were collected using questionnaires without an intention of generalization were presented to offer the general picture of the college in relation to the issue under investigation though their presentation was different from that of the Cases. In all the cases, the entire process and the lessons obtained from it were implemented in the major study except the aforementioned computer program.

In addition, the process of testing the other instrument, the self-observation tool, the researcher arranged schedule for the recording of one lesson each of the selected teacher educators though this was originally planned to be two. The video recorded lessons were copied down to compact disk (CD) and offered to these teacher educators for self-appraisal with a format selected by the researcher around broad area of their choice. Thus, the instruments which were directly taken from Wajnryb (1992) because “This book is addressed mainly for *classroom teachers* [emphasis of the writer] engaged in observation as part of their PD” (1992: 2).

Finally, classes were also arranged for peer observation that was conducted in line with the agreed upon focus area determined during the pre-observation discussion sessions. In this process, the role of the researcher was only video recording and facilitating discussions by raising some procedural questions. The researcher refrained from interfering during the pre-observation and/or post observation discussions of the appraisal process followed by reflection sessions because of the demand of the model — collegiality. In the process of reflection, the teacher educators had a PD session in which they discussed other ways of managing the same lesson and imagined what the situation would have been if the lessons had not been presented in the way they were offered in class.

The last instrument, the questionnaire, however, was utilized to address the other teacher educators of the college who were not involved in the other instruments. Though the pilot and the intended major study were qualitative case study that has no intention of generalization, getting the general image of the study in this regard was found to be important. Thus, this, too, was successful in resulting in the desired outcome.

3.2.4 Lessons Obtained and Problems encountered

Though the pilot study had a lot of practical lessons that the researcher obtained in the process of converting his theoretical knowledge into practice that helped him to develop his interpersonal communication skills, the major ones are presented below with the problems he encountered:

3.2.4.1. Lessons Obtained

The pilot study had benefited the research in different aspects. The first major benefit of the study was revision of the name of the approach under investigation from Collegiality – Appraisal – Reflection (CAR) to Collegiality – Observation – Reflection – Appraisal (CORA). The significant contribution of observation in self as well as peer appraisal and recognition of its basic procedural requirements were some of the reasons to persuade the researcher to accommodate it as a component in naming of the approach. However, the name finally became a Multi-Dimensional Interactive Approach to lessen the difficulty of understanding the technical terms. Though the name still appeals to the researcher, the intention to make it user friendly by maintaining the technical terms under the surface was due to the anticipated possibility of utilization of the project for wider consumption.

The second lesson of the pilot study was modification of the research questions. While one of the initially designed research question was rejected, another was added into the study. The rejected question was, “Do components of CAR (Collegiality-Appraisal-Reflection) Eclectic

Model integrate to materialize effective PD of English language teacher educators?” The other, the newly designed, was “What is the impression English language teacher educators towards the Multi Dimensional Interactive Approach to PD?”.

Concerning the possibility of this experience, Stake (1995) says, in case study “Initial research questions may be modified or even replaced in mid-study by the case researcher. If early questions are not working, if new issues become apparent, the design is changed. [This is called] progressive focusing” (1995: 9). Similarly, Henn (2006) suggests, “The researcher is likely to adopt an approach in which there is no precise initial specification of research issues and concepts. The focus of the research may change during the course of collecting data, as ideas develop and particular issues become important (Henn, 2006: 151). This substitution, therefore, had provided better option for the major study.

The other important lesson was managing the NVivo or Open Code Program that is said to be suitable for the analysis of qualitative data. However, this researcher was not convinced about its benefit in comparison to the time spend on the operation particularly due to the size of his data that could have been managed without it. The coded and categorized data that were initially written on the transcribed interview were again inserted into this program for the reorganization and retrieval of these data when the need arises. But managing this manually was equally possible and less time consuming.

Furthermore, recognizing the importance of conducting adequate awareness raising activity before the process of peer appraisal was also a lesson. The procedure to be pursued, the importance of concentrating on agreed upon focus area, and the rationale behind the project had been worked upon beforehand to avoid or minimize the oral work that accompanied the process. Though the researcher had given oral briefings with a single page outline about the intention and discussed about the rationale of the project with its procedures formally and informally for a longer period of time, more should have been done.

3.2.4.2 Problems encountered

This pilot study encountered some problems that not only extended the duration of the study but also forced the researcher to experience hard but challenging time. These, as extracted from the field notes, are as follow:

1. The programmed total black out and sudden power failure that resulted in irregular electric power supply of the year affected the process of the study negatively. Despite the attempt made to overcome the problem by using two video cameras for a day, the intention to support the peer discussion with video show of the recorded classes was not realized. In this regard, though the partners and the researcher arranged their schedule in line with the power distribution program, unprecedented power failure made the process impossible.
2. The overlap of the class schedule of the teacher educators had extended the duration of the peer observation activity of the pilot study. In addition, this problem had made the time arrangement of the peer discussion session inconvenient that demanded more resource from the partners as well as the researcher.
3. Unexpected shortening of the class schedule due to the training offered to the teacher educators was also a factor to create hectic situation for the partners and the researcher. Generally, these problems coupled with the constraints the teacher educators were in, forced the researcher to reduce the number of sample classes to be observed and recorded.

3.3. *The Major Study*

Though the major study was a scaled up implementation of the pilot in a different context, its independent presentation is important. Thus, it is as follows:

3.3.1 Setting

The study is conducted at AAU, the oldest and biggest higher education institution in the country. In spite of the age and experience of this institution, the study pertinent to the

PD of its staff is not common. As far as the knowledge of this researcher is concerned, the two ‘recent’ studies of this kind were Azeb and Mekonnen (1991), *The Roles and Responsibilities of a Tertiary Level Education: The Case of AAU*”, and Elias (1994) who made an investigation of basic pedagogical skills of the instructors of the Faculty of Business and Economics. Thus, considering a study on PD in this institution was felt to be appropriate and timely.

In this process, the selection of the setting of this research — the Department of Foreign Languages and English Education of the College of Education and which has been merged with the Department of English of the College of Social Science and Humanities since the academic calendar 2010/11 as a result of the BPR of the University — has different rationales. AAU is the leading institution of the country by running more MA and PhD programs. It was also pioneering in training human power that is deployed and/or likely to be deployed in the other universities in MA and PhD in TEFL. Thus, conducting this research in this setting was believed to create better opportunity for the dissemination of the ideas as well as the findings of the research thereby influencing others. This will be facilitated through the PhD and other candidates who are likely to get exposure to this project and share their knowledge and experience to others in their respective institutions. Fortunately, this in turn will enable the study to affect other institutions throughout the country.

3. 3.2. The Subjects and the selection process

The study endeavored to address the issue under scrutiny by identifying and incorporating different subjects. The major selected targets were the English language teacher educators working in the Department of English Language Teaching and Literature. In addition, the Heads of the School of Education and the Head of the Department from the organs of the university that were responsible to manage the department and its members were incorporated. Accordingly, eight teacher educators as partners, (though some withdrew later in the course of the study), the Department Head, the Dean of the College and the HDP Coordinator of the School of Education were identified.

Though this researcher went nearly to the last stage of the research process with six samples, those who were involved to the end were four who also acted as two peers of pair groups due to attrition of some subjects. Though the researcher was ambitious, however, concerning the number of samples, Creswell (2007) says, “When a researcher chooses multiple cases, the issue becomes “How many?” There is not a set number of cases. Typically, however, the researcher chooses no more than four or five cases” (2007: 76). Thus, it was felt that it sufficed. The intention of forming a peer group of two from the inception of the project, however, was to facilitate effective management of the process that would have been otherwise difficult if more people had come into a group.

In the selection of Cases, though adequate, the desire of the researcher to obtain as much information as possible heightened his curiosity and made him to decide to include more cases. Thus, he made up his mind to accommodate all the eight English language teacher educators who had regular class in the undergraduate program and planned to form four peers. Nonetheless, the refusal of one teacher educator, in spite the green light he indicated to take part at the beginning to involve in the research process, his unwillingness to allow either video or audio record of his lesson reduced the number of peers into three. As a consequence, the researcher had to terminate the mock classroom recording and observation that he started with the cooperative member of this peer group after a tribute of gratitude.

This incident, however, is not exceptional this research since other researchers had also encountered it. Experience indicated when conducting research on peer observation. “Despite the assurance of confidentiality, only three out of eight full time teaching staff agreed to participate in the peer observation. The others did not volunteer as they were either apprehensive, could not see the benefit of the exercise, self-conscious or took a wait and see approach or for a combination of reasons (Rozilini, 2009:4). The excuse given in the case of this research was, however, fear of recording classes due to the nature of the subject that sometimes indulges into politics. Though this reason is probable, the researcher had his own speculation that was different from the aforementioned idea that scholars relate to the feature of topic under investigation.

Furthermore, the problem of attrition of cases did not stop there. After the researcher recorded and transcribed five classes excluding the two mock recordings, two lessons for one and three for the other, on which the two partners conducted their self-appraisal and also in-depth interview was conducted that the researcher immediately transcribed, one group was dissolved. Since one member of another peer group went abroad for his further studies without doing the peer observation and reflection session, the researcher had to withdraw what he started with this peer group even if the group had completed most of the activities. Thus, Since “the qualitative researchers time, money, participant availability, participant interest, and other factors will influence the number of participants included in the research” (Gay, Mills and Airasian, 2009: 316), this research, too, was influenced in spite of its ambitious plan.

Nonetheless, the withdrawal of one person each from two pairs did not lead to the formation of another pair by joining the two volunteers into a peer group due to different reasons. While one of the potential partners had some administrative position, the other did not. Besides, the time in which they were asked to withdraw from the project and level of their involvement in the project was different. One was early while the second was around the end. Though less significant, one was a senior PhD holder of the Department of Foreign Languages and Literature working as apart-time worker the Department under investigation but the other was a MA holder in TEFL who started his PhD in another field. Hence, the remaining four English language teacher educators were selected as partners of the case study to work into two pairs of peer groups for the in-depth scrutiny of the exploratory research. To sum up, all possible efforts were made to strike the balance between manageability and representativeness though the latter was not perceived as essential.

Furthermore, the exploratory nature of the case study research necessitated the inclusion of other subjects in course of time. The informants in this regard were the English teacher educators who were not selected as partners for the research but responded to the questionnaire designed for them in order to give additional information that was found to important in the course of the study. To conclude, the research attempted to identify all the relevant and important stakeholders so as to obtain as much information as possible to the stage of its data saturation.

3. 3.3. The Sampling Techniques

The first sampling technique of this project that was deployed in selecting the institution, AAU, is convenience sampling. Since the researcher is an employee of AAU who is conducting his study side-by-side with his regular duty, this sampling technique was felt convenient to undertake the project. With regard to the participants, since qualitative research focuses on depth of information that is likely to be obtained from relatively a short number of participants rather than breadth, this study, too, was governed by this principle and purposively selected its participants. As “representation of a small sample is difficult to defend” Stake (1995: 4), this study, too, did not target generalizability although other informants outside the selected cases were involved.

In the process of selection of participants the study deployed purposive sampling technique for two main reasons. The first was since the study was exploratory case study that tried to look deep into the opinion and belief of the teacher educators, the cases, it paves way for any likely revision or modification that evolved in due course of the study when data were iterated. The other was the proposed components of the model — collegiality, observation, reflection and appraisal — that necessitated the utilization of this technique. These components of the approach under investigation required the fulfillment of some traits such as openness, good collegial relation, trust, motivation and willingness to learn from others, some of the qualities that the researcher also tried to address through his awareness raising tools later, among the teacher educators who were the subjects of the study that urge the utilization of gate keepers and snowball sampling.

In the process of selection, different gatekeepers had contributed for the success of the snowball sampling technique (Creswell, 2007: 127) deployed. The identification of partners who worked together and endowed with these qualities was so difficult that necessitated the involvement of the Department Head. Concerning the selection process, Bovill (2008) recommends the following:

Where a department wishes to adopt a peer observation of teaching (POT) process, consideration will need to be given as to how peers will be identified ... Individuals could identify their own peer observer, peer pairing could be allocated

by the Head of Department, use could be made of an existing mentoring system, and a circular system could operate (Bovill, 2008:5).

Thus, though this study was not for the consumption of the department, the researcher accepted the recommendation of the Department Head that was later joyfully accepted by the Cases of the study for their collegial relation. Thus purposive sampling technique that was accompanied with snowballing (Flick, 2002:56), therefore, facilitated obtaining the desired kind of selection and combination.

In addition, theoretical sampling, in which “The sample units are not only ‘chosen’ by the researcher prior to the commencement of the study but determined by the knowledge that emerges during the study” (Sarantacos, 2005: 116) was utilized in the course of the study when the snowballing led to other important source of information without which the study would have been incomplete. The HDP coordinator and the teacher educators who responded to the questionnaire were selected in line with this principle. However, this was not to design a mixed method in which both quantitative and qualitative methods are utilized. Nor is it for generalization of findings. The intention was to broaden the scope of understanding and to satisfy curiosity that would help or shape direction.

Generally, in the process of selecting purposefully, attempt was made to consider representativeness, though not as a major criteria, since the research undertaking is a collective case study that tries to address teacher educators of diverse experience and educational background. The employment of purposive sampling technique in which the identification of the subjects was facilitated through snowballing materialized securing important and adequate data that led to the attainment of the research objectives [See the details in Chapters 4 and 5].

3. 3.4. Duration of the Study

Since a qualitative study requires “Commitment to extensive time [in which] the investigator spends many hours in the field, collects extensive data, and labors around field issues of trying to gain access, rapport, and an “insider perspective” (Creswell, 2007: 41) from the researcher, this study, too, had attempted to take longer time from commencement to the final data collection. However, the major events which were focused on are reported as follows:

The data collection process started in April 2010 and classroom recording was until the last date of class of the summer program, August, 2010. Though the plan was to secure all the data before the end of the 2009/2010 academic year of the regular program, the demanding nature of the study that asked the Cases to take this additional responsibility in addition to their regular duty coupled with some administrative procedures related to the research that were out of the control of the researcher, mainly power failure, extended the duration. Consequently, including summer classes which were conducted July to August was necessary.

In this process the iterative nature of the study had also made the researcher to look for more data even after August 2010. However, the data collection, organization, and analysis were conducted side-by-side with extensive activities of transcribing of both the audio and video recorded lessons. To sum up, the research activities from designing to reporting stages took longer duration in which maximum time and energy of the partners at all levels – including the researcher's – were exerted nearly up to the submission of the report – April, 2011.

3.3.5. Research Tools

Diverse instruments that were hoped to increase trustworthiness of the study by securing appropriate and adequate data with an intention of enhancing their acceptability through triangulation were utilized. The first was semi-guided interview protocol that enabled the research obtain in- depth information from the partners and the concerned officials pertinent to CPD of the teacher educators. With this regard, the interview conducted with the teacher educators focused on their past and present experiences so as to extract their belief that governs their entire classroom performance or practical actions. Since “a teacher's knowledge and beliefs — about learning, teaching and subject matter — are critically important determinants of how a teacher teaches (Sachs, 2004: 8), interview was selected to get access to these knowledge and belief in order to link it to PD.

To this end, the tool was used for two groups. For the Cases, it had attempted to scrutinize into different areas of the cases' - life and experiences - so as to obtain in-depth information on the issue under investigation. Since sources of teachers' belief are their own experience as language learners, experience of what works best, established practice, personality factors,

educationally based or research based principles and principles derived from an approach or method (Richards and Lockhart, 1994), the tool was framed in line with these characteristics. The others were the administrative and/or academic personnel who were related to the PD of these teacher educators. Thus, the semi-interview protocol attempted diverse areas and targets.

In using this instrument, except for two administrative personnel for whom the interview questions were modified, the initial or the general leading questions were identical. The follow up questions, however, vary for they relied on the responses the partners offered. The initial questions focused on their educational and qualification level; their school to tertiary level language learning experiences; their teaching experience at different levels; their understanding of their role and their activities; i.e., a teacher and teaching; their perceptions of a profession and PD and how they have undertaken their PD; and the relation they have had in their workplace and their role within it. In short, while these areas were selected to triangulate information within an instrument, the other tools were used for across tool.

The other was observation that was conducted in two different contexts. The first observation was used during the preliminary assessment of the study in the attempt of the researcher to know more about the department and the teacher educators. In this process, any potential data was collected from different sources formally and informally and recorded in the field note. These ranged from sources such as notice board to gatekeepers and also personal observations of an insider perspective that was facilitated through involvement in teaching activities of the department such as summer classes.

The other was lesson observation. This observation was of two types: peer and self. The peer observation was conducted in the classroom by a pre-identified peer. This observation considered only the agreed upon focal points by the English language teacher educators during the pre-observation discussion session of the study. The rationale behind using this strategy was the intention to make classroom practice of teacher educators an object of reflection for the betterment of professional practice by examining purposes, processes and outcomes of the teaching-learning process (Day, 1999: 100).

When selecting the peer appraisal instruments of this study, the researcher made some assessment and designed a pre and post observation discussion guidance tools. Accordingly, though reference was made to different sources, the adopted tool attempted to follow common procedure that capitalized on the experiences that basically relied on Richards (1990). In the process of implementing this tool necessary awareness raising activities were made through two options — oral and printed material.

The second form of lesson observation was the self-observation of the video recorded lessons of the teacher educators that was provided by the researcher. This potential source of data, self-observation, was opted for it was hoped to develop the skill of self-learning of which the meaning and benefit are expressed as follow:

Self-observation refers to a systematic approach to the observation, evaluation, and management of one's own behavior ... for the purpose of achieving a better understanding and control over one's behavior . . . In language teaching, self-monitoring refers to the teacher making a record of a lesson, either in the form of a written account or an audio or video recording of a lesson, and using the information obtained as a source of feedback on his or her teaching (Richards 1990:118).

Thus, this instrument was believed to realize self-learning of the language teachers.

In the realization of this tool, however, the researcher encountered a challenge in selecting appropriate instrument with important format. Though different tools were down loaded from the internet, and referred to, the most appealing and relevant were the one utilized in the pilot study. In this process of selection, therefore, though there were alternatives of Richards (1990) and Wajnryb (1992) as major tools, the researcher opted for the latter. While the former includes classroom management, teacher-student interaction, grouping, structuring, tasks teacher resources, classroom interactions opportunities for speaking, quality of input, communicativeness, questions and feedback as alternatives of what to look at from a lesson in a general way, this researcher opted for Wajnryb's (1992), Classroom Observation Tasks since they are designed for special purpose. Wajnryb (1992) says, "This book is addressed mainly for *classroom teachers* [emphasis of the original writer] engaged in observation as part of their PD" (1992: 2). Whereas Richards (1990) proposes these observation areas with limited general questions that do not indicate clear procedure of application, Wajnryb (1992) states the focal

areas with clearly stated guidance that is divided into three stages: pre, while and post observation activities [See the Appendices].

Furthermore, reflection, one of the components of this proposed approach, has also received due consideration in the latter. These tools invited the self observer to view the video again and jot down some important points in line with the selected focal area so as to reflect upon and facilitate the required PD. In this process, partners were provided opportunities to look at their actions in the context of the real classroom practice thereby appraised their actual performance in relation to the desired objectives. By so doing, the instruments made the classroom an object of inquiry in which the teacher educators confirmed or confronted their own practice.

In the course of the study, both processes of peer and self-observation were aided with video recordings. Videotaping was utilized as a tool because “videotaping our teaching can be a wonderful, though sometimes shocking, way of getting to see ourselves as others see us” (Brookfield,1995: 79). In this regard, Richards and Lockhart (1996), too, point out the following by referring to Schratz (1992: 89):

Audio visual recordings are powerful instruments in the development of a lecturer’s self-reflective competence. They confront him or her with a mirror like “objective” view of what goes on in class. Moreover, class recordings which are kept for later use, can give a valuable insight into an individual teacher’s growth in experience over years.

Accordingly, this research utilized both options. In the process or utilizing this tool, although some scholars say, “A thirty minute recording usually provides more than sufficient data for analysis” (Richards and Nunan 1990: 124), the researcher covered the whole lesson including the double periods. The reason was to offer more data for the self-observers so that they collect as much information as they need. In other words, it was felt offering more data would be reliable for their own self-assessment and thereby maximize the output of the video assisted reflection.

The other instrument deployed in the study was a questionnaire that was utilized to expand the horizon of the understanding of the issue under scrutiny. This targeted the teacher educators who were not incorporated in the study. However, the endeavor was to satisfy curiosity and

include more information without violating the qualitative nature of the study. The rationale for the selection of this tool, a tool that is quantitative in nature, is the following:

Firestone (1987) suggests that, on the one hand, quantitative studies “persuade” the reader through de-emphasizing individual judgment and stressing the use of established procedures, leading to more precise and generalizable results. On the other hand, qualitative research persuades through rich depiction and strategic comparison across cases, thereby overcoming the “abstraction inherent in quantitative studies”, (Miles and Huberman 1994: 41).

Thus, although this study had never claimed a mixed method, mixing those two forms of instruments, the quantitative questionnaire and the qualitative others, offered more information that was likely to add up some knowledge about the context of the research and its prevailing culture. In general, all these instruments were tested in the pilot study and their diversification tools facilitated triangulation of the data within and across instruments.

3.3.6. Summary of the Awareness Raising Tools

In addition to the attempted oral awareness raising activity that focused on the introduction of the general objectives and major procedures of the study, the experience of the pilot study indicated the importance of more awareness raising activity on the major procedures of the research that was later executed. Besides, since the testing of the proposed approach to PD involved the teacher educators in diversified activities of the project, the researcher felt the significance of conscious and informed action from the Cases in the process of practicing the developmental undertakings. For instance, “Attempts to promote appraisal as part of continuing PD are, therefore, unlikely to meet with success unless there is an active consideration of the psychological and social dynamic in its planning, process, and evaluation. Ownership, commitment and motivation are important (Day, 1999: 7). Thus, the intention was to create this senses of ownership, commitment and motivation that were likely to be created through adequate knowledge of the process and its components.

To this end, the researcher designed five different tools which have their own purposes and distributed one by one so as to facilitate their readability. The first instrument, Leaflet 1, defines and describes what of PD is and its importance. In this regard, the idea of Bernier and McClland (1987) [see Appendix 1] that states the necessity of PD, time and knowledge

change, was stated. In addition, the definition of PD, essential qualities of teacher professionalism and the link that exists between lifelong learning and professionalism were quoted from different sources. In short, Leaflet 1 attempted to inform the importance of change and its link to professionalism.

The second, Leaflet 2, tried to introduce the experiences of others so as to encourage active involvement of the Cases by presenting the value of learning from others and critical friend. To this end, this information tool has three sub-topics [See Appendix 2]. The first introduces some assumptions that make teachers to change and sustain it. The second, reinforces the idea of the first, value of class observation, and presents the advantages of critical friends with some necessary traits for its realization. The third sub-topic addresses the importance of reflection and factors that urge it in the process of teaching profession. Though the ideas were taken from different sources, this Leaflet targeted familiarizing the Cases to some of the components of the proposed approach to PD that was under investigation.

Leaflet 3 targeted self-observation [See Appendix 3]. This tool defined self-observation in general as well as its applicability in language teaching. It also denotes some of the points that made self-observation important such as a means to obtain feedback about one's teaching; a means to identify needs for PD; an alternative to develop the skill of self inquiry and critical thinking; a means to know the imagination about one's teaching and the actual performance; and a mechanism to capacitate teachers to know what works and what doesn't. To this end, the value of audio or video recording and guidelines for self-observation were indicated.

The remaining tools, Leaflets 4 and 5, targeted peer observation [See Appendices 4 and 5]. The former, Guidelines for Peer Observation, asserts the purpose of peer observation and its distinction from evaluation which was indicated as a factor that made language teachers to disregard it. It also offers general principles and suggested procedures. While the principles address the importance of focus area, specific procedure and limits the role of the observer, the specific procedure part offers detailed information of how to conduct it. The other, Leaflet 5, reinforces the aforementioned ideas and adds some points. These ideas are that the process

should be voluntary and teacher directed, that it should rely on mutually supportive and respectful collegial relation and that it has to be confidential.

In the process of implementing the peer observation of the study, the observed and the observer were given two formats [See Appendices 6 and 7] that they utilized in the pre and post observation sessions. The format designed for the peers' pre observation meeting the observed teacher presents his/her objective of the lesson, teaching strategies, assessment tools, and the focus area of his/her selection. The other, the Lesson report, is designed to facilitate discussion. This incorporates what the objectives were, what was actualized, the problems encountered and what the most and the least effective parts of the lesson were and what the observed teacher would do differently if he/she taught the lesson again. These questions offered opportunities for self-appraisal and also a framework for peer discussion in which reflections were underway from both sides.

To sum up, in the process of testing the proposed approach to PD for English language teacher educators, this study had attempted creating better awareness on the intention and the important procedures of the tools of the study. The tools were adapted from different sources and were believed to create some understanding on the value of components of the proposed approach under investigation. This, too, is assumed to facilitate the success of the proposed approach in realizing the PD of the partners by involving them in different actions and interaction that had never been exercised in the department. "When PD is not viewed as an opportunity to increase knowledge and skill [and rather a] feeling of incompetence and failure surface, scapegoating and resisting may be one way to resolve that conflict" (Ashdown, 2002: 126). To minimize this risk, therefore, the aforementioned print out materials and repeated informal discussions were conducted.

3.3.7. The Research Procedure

In an effort to conduct information rich and trustworthy research that can address the stated research questions adequately, this study followed flexible research design. This strategy, Sarantakos (2005: 113) says, "Allows freedom of unlimited movement between the steps of data collection and data analysis in directions, using new information to fine-tune concepts,

sampling and analysis”. In implementing this strategy, better understanding of the context of the study was first made through close observation of the context and information from gatekeepers. Then the Department Head, with whom the researcher had friendly relation, was informed about the intention and general objectives of the study. Similar activity was extended to the teacher educators of the Department at large. Simultaneously teachers who had regular classroom schedule were identified so as to select potential partners. During this process, only eight teachers were found to teach in the regular undergraduate program, out of which four partners involved in the research to the last [See the details in 3.2.2].

Then these four volunteer partners started their involvement after formal and informal awareness raising activities on the major strategies of the research and procedures to be pursued. When it was felt that they were familiar with the research objectives, necessary arrangements were made with the partners and recording lessons for self-observation started. For this tool, three classes of each teacher educator were video recorded. While one was mock recording that was intended to create familiarity of the process so as to increase trustworthiness of the study, the two video recorded lessons each were converted to CD and offered to the teacher educators with the self-appraisal format of the area of their choice. These recorded lessons were also transcribed by the researcher for his further investigation of the issue under study. Then, the partners observed, appraised and reflected upon their own teaching depending on the format that they were provided by the researcher.

Similarly, the peer observation session that basically capitalized on collaboration with the concept of critical friendship followed certain procedures. For this session, after making appropriate class arrangements with the partners, the observed and the observer teachers conducted pre observation discussion and decided upon agreed upon specific focal area of observation before the lesson observation that was followed by peer feedback. For this observation, excluding one mock recording that was intended to enhance credibility, two lessons of each peer member of the groups were recorded. Since the context in which the lessons were recorded for peer and self-observation were different — while the peer observation was on the classes of the summer in-service that of the self was in the classes of the regular students — this mock recording was felt to be important. The observations were also non-participant since “Participant observers tend to end up with little hard evidence they

could share with their colleague, having usually been sucked into the lesson (Bradley, 1991: 40). However, the observers jotted down their own notes in line with the agreed upon focal point so as to give descriptive account of their comments.

Then after the lesson observation, in line with the recommendations of Bradley's (1991: 45) peer appraisal process, peer discussion session was arranged as soon as possible so as to minimize the risk of forgetting the information and impression created during observation.. This session also had self-appraisal and reflection session so as to develop the skill of critical investigation into one's lesson. In addition to the peer feedback, there were also professional discussion sessions to facilitate reflection on different ways of managing the lessons. Relevant issues that facilitated the professional discussion of both the observer and the observed were also raised. However, while one lesson each was utilized for the peer observation and reflection purpose, the other, the third recorded lesson, was utilized by the researcher to analyze the effect of the reflection session of the former on the latter.

To make the peer discussion as objective and factual as possible, the recorded video cassettes were converted into CD and planned to be displayed while discussion session of the peers even if the duration of the discussions were not far from the actual observation. It was hoped to make the process rely on tangible data by providing raw data from the recorded lesson so as to assist memory if things were forgotten and differences of perceptions appeared in the process. Nevertheless, since the post observation discussion sessions were arranged as soon as possible — not more than 24 hours — the cases or partners did not want to refer to the recorded lessons during their peer discussion though the researcher proposed. The professional discussions, which took place in the post observation discussion sessions and also which provided opportunity of reflection and interaction for both peers, were also recorded and transcribed for analysis. While one peer discussion session was video recorded, the other was audio. The variation, however, was due to technical problem.

In this course of study, the semi-structured in-depth interview was conducted and the questionnaire was distributed simultaneously with the peer observation session. When the relation between the researcher and the partners grew friendly and informal and when the situation seemed to be conducive to get open response, they were interviewed after the self and

peer observation sessions. This created more trust and confidence among the stakeholders who were involved — the partners and the researcher. The other data obtained from other sources were also managed independently. Similar to that of the partners, the interviews of the administrative and/or the academic personnel were also audio-recorded and transcribed for further analysis. The questionnaire that was filled by other teacher educators who were not selected as cases for the study also was organized and analyzed.

In spite of the controversy in regard to reliability in qualitative study, the researcher maintained it since he kept detailed field note, audio recorded all the interviews and video recorded the lessons all of which he transcribed later. This transcribing incorporated all the points raised by the participants including pauses and digressions. The words or phrases that were inaudible were also indicated in the transcribed texts so as to get their meanings from their context. Since, “Reliability can be enhanced if the researcher obtains detailed field notes by employing a good quality tape for recording and by transcribing the tape” (Creswell, 2007: 209), this study had endeavored this task. On top of this, intra-coder reliability, the same person coding the data in different occasions and under different circumstances, was also tried. Furthermore, intra-judge reliability (Craft 2000) was conducted.

Furthermore, “though many perspectives exist regarding the importance of validation in qualitative research, the definition of it, terms to describe it, and procedures for establishing it” (Creswell, 2007: 196), this study pursued mechanisms recommended by different authors and restricted its definition in relation to the requirement of qualitative study — trustworthiness or credibility. Accordingly, the researcher offered thick description of the context as well as the subjects under scrutiny and triangulated the information obtained from the cases by using different tools (Dornyei, 2007; Creswell, 2007). In addition, “Leaving an audit trail, [which offers] a detailed and reflective account of the steps taken to achieve the results ...and contextualization [which tried to offer account of each episode in relation to its context]” (Dornyei, 2007: 53) were attempted.

In addition, “prolonged engagement and persistent observation in the field [that] include building trust with participants, learning the culture and checking for misinformation that stems

from distortions introduced by the researcher or informants referred to in (Creswell, 2007: 207)” were also endeavored. On top of these, the recordings of the observations; careful interpretations of the collected information such as interviews and transcriptions of the recordings; the checking made to confirm that the data were accurately analyzed and interpreted; the detailed descriptions that were provided and triangulation made within and across the instruments (Gay, Mills and Airasian, 2009: 376) were the efforts made to maintain trustworthiness or validation. On top of these, it was also tried to maintain trustworthiness through data saturation (Craft, 2000) when the researcher critically scrutinized into the data that he obtained from the peer who withdrew from the project only to check whether important information was left out or not. In short, different mechanisms of maintaining reliability, despite the controversy, and trustworthiness were addressed.

3.3.8. Data Management System

The diversification and abundance of the collected data obtained from different sources had necessitated careful data management strategy. In this process, while all the original records of the collected video and audio recorded data were organized in sequence and number to be kept as a document for further investigation and documentation, their CD transcriptions and print out were coded, transcribed, labeled, categorized and utilized for the critical scrutiny of the subject under investigation. Similarly, the lessons recorded for self and peer appraisals were maintained in the same manner.

In this process, although the NVivo qualitative data analysis program was utilized for the pilot study, it was not for the major. Since “The computer program simply provides a means for storing the data and easily accessing the codes by the researcher ... [and] computer programs are most helpful with large database, such as 500 or more pages of a text” (Creswell, 2007: 165), the semi-structured interview data was only 145 pages that can be managed without it. Thus, using this program was felt less valuable.

Concerning the data analysis of the study, the audio taped interview data were transcribed and read thoroughly before they were coded. Then the coding of the potential data and re-reading took place simultaneously accompanied by memo. When the researcher got familiar with the data, a process that resulted in the appearance of new codes, relevant and important data were selected and categorized under certain themes thereby leading to

data reduction. In general, since it is a qualitative study, a study that “engages in the complex, time consuming process of data analysis through the ambitious task of sorting through large amounts of data reducing then to few themes or categories” (Creswell 2007: 40 (See also Woods 1999: 33) , different verbatim and image data were treated.

3.8.9. Ethical Considerations

All the necessary actions and procedures of ethical considerations had been recognized and executed at all stages of the study – the pilot and the major. Letters were written to institutions, negotiations were made, consent of the partners were granted and all the promises made during negotiations – for instance, confidentiality of information as well as the partners in the report - were made.

Chapter 4: Data presentation, Analysis and Interpretation

In an endeavor to obtain as much information as possible to answer the research questions of this study, diverse image and verbatim data that offered in-depth information were collected in the three major research tools: semi structured interview, peer appraisal and self-appraisal as well as the questionnaire that was designed as additional tool. These data are analyzed, interpreted, and presented under this sub topic. The first part treats with-in case analyses known as holistic case (Robson 2002) while the second deals with cross-case. In presenting the data using this strategy and interpreting them, the information obtained from the other tools are incorporated so as to give clear picture of the case under investigation. “When multiple case are chosen a typical format is to first provide a detailed description of each case and themes within the case, called a within case analysis, followed by a thematic analysis across the case called ‘cross-case analysis as well as assertions or an interpretation of the meaning of the case” (Creswell, 2007: 75). Thus the Cases are addressed in line with this recommendation.

The other instruments, the self and peer appraisal tools, however, are given independently though some information of these sub-sections were utilized in the analysis of the Cases to substantiate the interpretations. Since they are instruments in which the proposed approach to PD was tested, their independent deployment was to provide their complete picture in relation to the findings of the approach. Similarly, analysis of the questionnaire, which was desired to offer more information about the institutional context, is treated independently where it was felt to facilitate better understanding in comparison to the feedback of the Cases. The details have been presented in the following pages:

4.1. Holistic Case analysis

In the endeavor to investigate the Cases of the study, the data obtained from and in relation to the four teacher educators who were participants were analyzed and interpreted. Accordingly, the analysis of the information obtained in regard to each case is presented independently under this sub topic.

4.1. 1. Case 1

This Case was an English graduate who had his M.A. in English language teaching. In addition to his experience of teaching English in high schools and other tertiary level institutions, he had been teaching this subject in this institution for about 10 years. Thus, it was felt that he was appropriate to be a case of this study as far as his experience and qualification were considered. As an active member of the Department under study, this Case had been selected and involved in all the processes of the study – theoretical explanation as well as practical reflection pertinent to PD – and witnessed that the tested approach was a developmental in realizing the desired outcome. Nonetheless, some of the beliefs of this Case in relation to a few tenets of constructivism were questioned. The details are presented under different sub topics as follows:

4.1.1.1. Language Learning Background: A drop in an ocean

As part of the effort to know the belief of this teacher educator and link it to his practice, this study had attempted to assess the background of this Case. This endeavor of exploring past addressed wide area — school to university — in order to view the previous experience aligning it to his present practice and thereby to his belief since belief governs performance. Since “the evolution of belief is a complex process that unfolds in different ways for different teachers, as they relate new information and experience to what they already know, believe and do” (Nelson and Hammerman in McLaughlon and Oberman 1996:7), looking at these diversified aspects of the learning process had assisted the study.

Regarding his school language learning experience, Case 1 said that he had good opportunity to communicate and interact with teachers in English in his elementary school years due to his parents’ special relation to the school. However, the Case asserted that his high school practice was not satisfactory. “When I moved to the high school, mostly we were studying grammar and ...my high school experience in learning English was not this much interesting because I was in a dilemma. I couldn’t even see what I should study ... We used to read some grammar books”, explained this Case. In relation to his higher education learning, this partner said that he was from one of the Teacher Education institutions in which “pedagogic courses were

dominating”. He also explained that his college experience was not much different from the past since he mostly spent his time studying pedagogic courses that were dominated by rules rather than practice. Accordingly, the Case was in language classes which were teacher dominated and in which learning about the language rather than the language itself took upper hand except in the instance of one — classes of his model teacher.

Regarding his model teacher who taught him in one of the grades, Case 1 expressed that he was influenced very much due to different qualities that this teacher deployed in the teaching learning process. In describing this teacher, the case explained:

[He was] giving opportunity to practice the language. He was not very much interested in telling us [the learners] the rules and regulations of the language. He’s been giving us opportunity to exercise the language – to use the language, to describe ourselves, to describe the property that we had at hand, and to express our feelings, thoughts in the language. Also he had been giving us a chance to play roles, to make role plays, dramas and the like.

This partner asserted that he chose his profession as a result of this influence and attributed all his success to his model teacher. Moreover, the qualities of this teacher that influenced him were explained to be his teaching methods and the approach that this model had with his students. “He was very friendly and he was giving all the support that [the students] needed”, said the Case. On top of this, when asked whether or not there was any method that this partner inherited from this teacher, he said:

There is one method that I am still using – like the brainstorming and contextualizing everything to what the learners know and to what is around. This is what I inherited from him. I didn’t learn in any of my pedagogy classes about bringing down lessons to the students’ level. What we were told in the pedagogies class was bringing up the students to the level of the lessons. But he’s been doing the reverse. He’s been bringing down the language items to our level when we were at school. And that was what I inherited.

Thus, although the researcher had some reservations in accepting the ‘pedagogy class didn’t teach bringing the learners up to the level of the lessons’, this partner claimed that some important methods that he utilized were what he gained from this teacher. Although this claim demanded more scrutiny so as to know the degree of the influence in shaping the present belief and actions, it was acknowledged as valuable. Therefore, it could be deduced that this Case had a chance of learning in an environment that involved him actively in the process in spite of the

fact that the dominant role of the language teaching learning he passed through followed the traditional model – focus on rules rather than the language - at all levels.

4.1.1.2. A Teacher and Teaching: Having a Good Teacher is Having Good Citizens

The other area of assessment was to investigate the belief of the Case through scrutinizing into his perception of a teacher and teaching so as to assess its association to his actual performance. Pointing out the strong link between the belief about teaching and the influence of this belief on the actual act of teaching, Lueddeke (2003) says, "... teaching conceptualization have the strongest influence on teaching scholarship, while qualifications and years of teaching experience have a moderate impact and gender and post do not appear to play a significant role (Lueddeke, 2003: 213). Accordingly, this selection of teaching as a component of investigation revealed the partner's belief about what a teacher and teaching were indicated some clue implicitly about his present performance.

With this regard, the Case explained a teacher as a person who has to understand the learning environment of his/her students and that "He is not [there] only to give what he is told to teach. Rather [who] has to help students to realize [whether] what they are learning really helped them to change their life in their real environment." Accordingly, a teacher is described as a person responsible to create conducive environment for learning and create the potential of his/her learners in making a link between their learning and their environment. Furthermore, he said:

A teacher is the most responsible person in a community and he is not only teaching the subject matter or the language items or whatever he is assigned to teach. But he/she has to teach skills, knowledge, life skills, social skills, personality, behavior . So a teacher is *everything*. [My emphasis]. If students have a good teacher, then they would be good citizens. And that is what I believe in.

Hence, although a teacher was described as a powerful personality that could influence and affect life in diverse forms, the idea this researcher shared, this elaboration of the Case seemed to conceal the previous definition, 'helping students realize'. The illustrated teacher's role and the idea "the teacher is everything" deviated from the previous. This emphatically expressed

‘teaching’ implied giving or offering diversified knowledge and skills including personality were contrary to the current understanding of a teacher as a facilitator. In addition, ‘a teacher is everything’ was perceived to be questionable because of its potential implication of a teacher as a provider and a source of knowledge.

In addition, description of a teacher of this Case offered another clue that could be related to his belief. In describing a teacher, the Case concluded that “If students have a good teacher, then they would be good citizens.” Accordingly, though the role of teachers in influencing the learners and the learning process is undeniable, all the other factors seemed to be neglected in the process of constructing good citizen. In this regard, though the role that the wider contexts in which the teacher is operating and the institutions are functioning was not recognized, the dominant role given to the teacher indicated that he/ she was perceived as a master of every thing — a factor likely to influence classroom performance.

Nonetheless, the definition this Case offered for teaching had important components of the profession that could be related to modern professionalism unlike his view of a teacher which tilted towards the old — knowledge provider. He said, teaching “requires professional commitment, accountability and responsibility for one’s profession, professional integrity, and knowing the academic environment.” In spite of this description of teaching, this partner’s understanding of a teacher was linked to his belief later in the course of this analysis by relating it to the other items of this instrument as well as the other instruments of this study.

4.1.1.3. Reflections on Personal Teachings: Sharing New Things and Giving Models

In an effort to link action and thinking and thereby to PD, reflections on personal teachings in different contexts were found to be important. The feedback with this regard offered three important points of concern: the teaching process, the link between theory and practice and the view about covering courses. To begin with, the Case’s description of his typical classroom was also similar to the belief he had about a teacher in terms of activities and roles. In describing his actual classroom at the University, he purported:

And a typical classroom here at the university what I usually do is that you get into the classroom, tell the content and *give much attention to the new things that I share to them*. Because I feel that this is the time to the students to *acquire lots of knowledge* not only of the language but also other aspects [My emphasis].

Thus, it was explained that the focus was on sharing the ‘new things’ after writing the content. Although using the concept ‘sharing the new things’ could be controversial in the case of teaching a foreign language particularly in the context in which the learners had little or no exposure to the language outside the classroom, using this phrase at this level was perceived as less legitimate. For this level of learners, relating these new things to their background would likely serve as a spring board for knowledge construction. Students’ role in bringing their background to the content and constructing their own learning was not mentioned. This description seemed to suggest that this partner played a dominating role in the teaching learning process because of his focus on his new things that seemed less involving. However, “Since learning is an active process of knowledge construction, the learning environment should not impart knowledge but rather support learners’ construction of knowledge” (Schcolnik, Kol and Abarbanel, 2006: 13).

In the other area of this instrument that assessed his teaching experience indicated a clue for long experience of teacher provision rather than facilitation. Case 1, who said that he loved his high school teaching because the students had a lot of expectations that made him exceed those expectations, explained the difference between his present and past teaching in the following manner:

In the university, it is just showing them the direction. And in the training areas it is just addressing their lacks. And we identify what they lack and teachers tackle that one. At the university we identify and we are trying to address their lacks and wants. But in high school you address their needs, lacks, wants, interests and everything. All come together [with another important component] creating good relationship with them.

Accordingly, the teacher shares the responsibility to the learners by showing direction. However, the process of addressing their lacks and wants that was described when this partner explained his typical classroom made the degree of this sharing dubious. The above — “get into the classroom, tell the content and give much attention to the new things that I share to them.” — seemed that instead of capacitating the learners to fulfill their lacks and wants, it is

the teacher who shares and bridges this gap. This, too, necessitated looking at the other instruments of this study.

In addition, though this partner claimed in the interview session that his class was participatory as a result of the impact of the training of ELIP workshops, the peer appraisal process revealed the contrary — teacher domination. In the pre-observation session of the peer discussion, this Case introduced that he would teach about expository paragraph and that he would give about five model sentences to realize his objectives. However, the peer observer, who seemed to imply doubt, asked, “Don’t you think this is inclined to be more academic than the technical?” In his response, this Case, who asserted that the class of his model teacher had offered a lot of opportunities to use the language creatively, however, deviated from this practice. This partner said, “What I plan to do today is to give certain example paragraphs to the students that focus on expository writing ... Five different ways of developing expository paragraphs ... These sample paragraphs will be given.” Thus, rather than creating in the process and developing their own, the learners were given model paragraphs. Here, though model provision was not wrong, the way the lesson was taught was entirely teacher dominated for they were dictated a paragraph after a paragraph..

Furthermore, there was also another issue of scrutiny in the link the Case made between theory and practice. When the peer observer asked whether he was going to talk about the difference between the expository paragraph and the other types of paragraphs, he said, “Theoretical differences are what we already treated in the previous session. What we are going to do today is, we are going to practice.” Accordingly, in the link between theory and practice, this case opted for giving the theory first and making that theory lead or guide the practice. In other words, students were given theory from the teacher so as to construct the practice. Rather than going through the practice so as to construct their own theory from it, they were given the theory before they practice. Thus, this was a typical example of the Applied Science Model in which information that was believed to be utilized regardless of the context is inculcated. In other words, this is perceived as a behaviorist learning — learning of which its practices fills the mind with certain information so that they would be programmed to think and frame their action towards that pre-planned and programmed end (Gallagher, 1992:).

Besides, the value of the Case offered to covering courses regardless of the learning process was the other issue of concern. When the Case was asked by his peer whether or not he would use process approach of writing, his response also indicated a clue about his belief. When asked about it, he replied, “These are summer students. In the summer session, the time is short and we have to cover a lot. And we don’t give much time to that kind of discussion and I prefer the students to do it at their home before they come to class – the process – and come with their product.” Accordingly, covering courses was prioritized to learning. Nonetheless, Carr (2003: 272) asserts, “Good practice is not ... by reference to practical principles inherent in a given tradition, but by reference to those scientific principles of which educational outcomes can be most effectively produced.” In addition, the view of covering courses regardless of the learning process is contrary to the modern learning theory specifically to the principles of communicative language teaching. While the process should be as important as the product, less attention was paid to it. Thus, it could be concluded that a lot of practices of the Applied Science Model that see the teacher as a source of knowledge and the learners as receivers regardless of its exercise and practice in its context were reflected in the process.

4.1.1.4. Teacher Certification Equated to a Driving License

In the process of recommending some solutions to the existing problems, this Case asserted the importance of teacher certification as one solution. The point of concern here is, however, the way teacher certification was explained, the belief that this partner expressed with regard to this and the basic theory that governed this belief. He said the following:

I see that there are lots of teacher trainers in the University who do not know the kinds of teaching materials that high school students are using. But we are teaching the would-be teachers. That is the gap. And that should be filled by individuals. And that is what I say professionalism. The commitment should come from everybody but to begin with there should be a kind of assessment or evaluation and certification of professionals. We should be certified. We get our driving license renewed every two years and why not we get our teaching license renewed? Why not we have a teaching license? I think that is very important.

Accordingly, comparing teaching with driving in which the renewal of licenses was presented equates teaching to technical craft. However, teaching is not only a technical skill. “Teaching is

not just a technical business: it is also a moral one ... at the heart of teaching ... is the making of discretionary judgments in ... uncertainty” (Hargreaves, 1995: 81). Thus, teaching cannot be equated to driving which is very technical and that could be indicated and measured in competence. Listed down competences cannot evaluate teaching because “The whole is more than the sum of its parts (Furlong et al., 2000:108). Hargreaves (1995: 81) also says, “Teaching is not just a technical business: it is also a moral one. To sum up, though the intention was not to disregard the idea of teacher certification, the fact that teaching is not only technical skill like the driving and that it also has emotional and ethical aspect should be recognized. These aspects make teaching a profession and help facilitating humanistic learning that demand discretionary judgment.

4.1.1.5. Individualism and the Wasted Opportunities

The other area of investigation of this study was to see the contribution of the relation that this teacher educator had in and out of his workplace to view it from the the perspective of his PD. In regard to his relations at the university as a whole, in spite of the potential for change, however, little had been witnessed by this partner about the impact of his work environment on his PD. In spite of his up-to-date definition of PD that was aligned to modern professionalism, his work environment was contrary to his description of the concept. This partner denounced the situation in which he bitterly criticized the relations in the department as follows:

There is a compartmental relationship. There is lots of dividing or compartmentalizing relationships that I observed. Some relationships are based on people’s previous academic experience, students or teachers who studied in the same school or college or in the same university are together and they don’t like to interact with others. And they don’t open their territories. And people in certain area are together, no inter departmental or inter academic relationship. And relationship among the staff is also the same. It’s been guided by some none academic factors like religion, ethnicity, birth place, and gender. That is not good.

On top of this, the Case described “individualism”, the relation that existed in the department, as a ‘non-academic’ or business relationship where one cannot allow the other except the pre-existing member of special interest come into the group. The research project that he did with his friend was also described as a business rather than intended PD. When asked to describe the

cause, he ascribed it to the competitive economic environment we were in and the meritocratic educational system. He said:

That [The cause] could be ascribed to the economic situation that we are in — it is a competitive environment. And the second one is our educational system that we had for the last 45 years ... It is a kind of meritocratic education ... The competition is not to be better but better than others and one can only be better than the other if only he/she can do something good or if he/she could throw someone who did good into some unwanted places.

Besides, even though this Case defined PD in terms of being ethical, being a model and a pace setter, reflecting and sharing information, evaluating one's action, criticizing it and improving it, his response was emotionally charged strong negative when he was asked whether or not his department considered PD. He said, "As to me there is no PD. There is only a matter of individual interest." He added, "There is no professionalism in our department. Some of us are not ethical ... It is individualism. There are individual professionals. But as a department we all together cannot represent what is meant by professional."

Moreover, extending the minimal contribution of the overall culture to PD, this case concluded that the possibility to learn from one another did not exist. For instance, this Case criticized culture of the university stating that there was no collegial relationship. He argued, "What is very prominent or dominant in the university is the individual's culture. And the so called collegiality relationship in the university, I am afraid, is not existent." Thus, this case believed that there is no possibility of learning from each other in spite of the fact that people work together and share some routine activities. However, the negative effect of individualism on the overall progress of PD necessitates altering the situation. Day (1999) says, "If the culture of individualism is not complemented by PD opportunities in which knowledge, wisdom and expertise can be shared through which collective espoused vision of good teaching can be tested against individual realities, then there is little of continuing PD (Day, 1999: 79)".

Furthermore, when responding to the question concerning the activities outside his workplace so as to link it to his PD, the possibility seemed less though not nil. He explained that his duties covered different areas outside teaching, family responsibility and training. Though he attempted to link some of his activities to his PD, the way these activities were linked seemed

to be weak. Nonetheless, Case 1 was distinct from the other cases of the study in revealing the experience he claimed — linking his outside duty to his PD and bringing that experience to classroom.

In addition, since the other potential area for PD that had been exercised in the university starting from 1987 was the teacher performance appraisal known as Instructors' Evaluation, this study had also tried to address it. In these process, three bodies; namely, the students, the department head and the peers were involved. In regard to the points of appraisal, 50%, 35% and 15% are allocated to each respectively. Nonetheless, the Case asserted that this process was not developmental in spite of its potential due to three main reasons.

First, he said, “teacher evaluation criteria are not up to the current theoretical or practical assumptions. They were set 25 years ago in this university. So then they're not evaluating the actual things. Students are just filling them. They're not responsible. They don't know why they feel. And there is no outcome out of the evaluation.” Second, “In a context in which we are not quite sure of language competence of our students, the evaluation form is in English. And that again is a paradox.” Third, reason he stated was that they didn't know why they fill that evaluation. They don't know the purpose of the evaluation,” said the Case. Thus, this partner believed that it had little or no value.

Similarly, he asserted that the colleague evaluation had seized and if there were some who did it, it was filled carelessly.” The peer evaluation of the process was “just impressionistic,” that is offered without observing the classroom teaching of the observed teacher. Generally, the Case believed that the instructors' performance appraisal was “Just a form filling process,” which had no benefit in terms of PD. “The only thing that you benefit out of it,” said the case “is that it is very important for your promotion.” Thus it could be concluded that the case had no chance to learn from this process of appraisal so as to materialize his PD. The overall situation that could have been exploited for PD, therefore, seemed to contribute less in order to facilitate continuous growth that could be realized through collaboration and reflection and appraising one's performance. Thus, it could be deduced from the data that the room for

modern professionalism seemed narrow due to the predominant individualistic culture in the department.

4.1.1.6. The Learning Incidents and Potential Tenets of Modern professionalism

In the process of testing the proposed model, Multi Dimensional Interactive Approach, this Partner had exhibited PD in both the peer observation and self-appraisal sessions. The productiveness of the pre-observation meeting of these peers in raising basic philosophical issues that were likely to affect the quality of learning positively was realized in the post observation discussion and reflection session of this peer group. The fear of the observer that was implicitly expressed in the pre-observation discussion was positively accepted by the observed finally. As a lesson from the process, this Case replied, “I will just try to improve by leaving giving more theoretical information on a topic ... I should change that. Rather, I will focus on the practical aspect.” Really this is a developmental change. Grimmet and Patricia (1992: 63) also quote Little who says, “Teachers derive instructional range, depth, flexibility” by working closely with colleagues.

On top of this, the self-observation and reflection session of this study had indicated that this partner had the potential to change his existing belief as a consequence of his critical scrutiny into his practice. This claim of the researcher could be shown by referring to the critical reflection the Case made on his class. The following can be an instance:

When I see it [attaining the objective], I failed to do that in most cases. Since students’ response is very low and I didn’t give them any chance to do it, I could say that most of the questions I had were ... The responses were also given by me, and it was clear that I couldn’t involve them in the lesson.

Accordingly, since the Case witnessed that the class was teacher dominated, this critical observation of one’s class was a potential indicator of development.

In addition, the other view of this partner also suggested that his belief was in line with modern professionalism. One major instance of this was reflected when the case described the

working culture of the department and called for cultural change. He said, “There should be a need to share what we do to other teachers, a kind of reflection approach. There should be kinds of formal and informal groups where people can share their knowledge, their experiences and the like.” Moreover, when defining a profession, he said, “If people have got all the other staff [ethical, sense of responsibility, being a model, a pace setter] and if they cannot evaluate themselves, reflect about themselves, look back and bring some change on themselves, they are not professionals.”

Accordingly, working cooperatively in the process of developing reflective practices as well as self evaluation for the betterment of teaching, and care and concern to satisfy the needs of the clients, learners, that this Case reflected are requirements of modern professionalism that coincides with Goodson (1998). In addition, concerning the value of self evaluation and its link to PD, Holly and McLoughlin (1987: 256) illustrates, “Competent professional practice presupposes competent self-evaluation. This is why many who wish to enhance the professional status of teachers emphasize the importance of self-evaluation as opposed to external monitoring”. Hence, it could be concluded that this case has fundamental belief about the process and importance of change in line with the modern professionalism.

4.1.1.7. Attitude towards the Profession and Recommendations for Change

In order to assess the attitude of the Case towards his profession and come up with some recommendations if there was any link between the two, the partner was requested to reflect on both questions. In relation to attitude, since the other important component in the undertaking of PD was attitude, the Case was asked to express his feelings towards the profession. This Case, who stated that he liked the teaching profession, also expressed that he had shifted in his field of study (the PhD programme he joined in another area) due to the environment that he didn't like much. This partner, who said that he liked teaching because of the relationship that he had with his students and the interaction and the opportunity that the profession gave him to know lots of people,” explained that he was to be pessimistic about teaching especially in the Ethiopian context. He stated his doubt as follows:

But when I came back to the Ethiopian context and what I do here, I am sorry to say that, the future is blurred because one thing there is no clear future direction about teacher training. There are lots of policy confusions. And in these kinds of environments, just being a teacher and waiting for a clear direction of the future is as to me a waste of time ... And probably that is why I shifted [to other field of study].

Accordingly, there seemed to be a tendency to move from teaching to other area as a result of environmental impact.

Furthermore, in order to know the perception the Case had in relation to the priority that should be given to PD, he was asked to recommend some actions that were likely to improve the situation and the actual performance of the teacher educators. Accordingly, in recommending solutions to problems, this Case emphasized on the general policy issues when he suggested priorities in the profession. He expressed the importance of having clear direction about teacher education, the significance of knowing what teaching and teacher education meant by all those in the hierarchy at all levels of the university and the need to be competent in the language for those in the teacher education system. The other recommendation was also as follows:

Quality education can only be achieved when every one, every stakeholder in the education system, is responsible. And we should not attribute quality to a government. I think quality has to do with those who have involved in the system; the teachers, the learners and parents and the educational administrators but we teachers should go beyond what we are doing in the classroom. It is not enough saying “I am teaching in the classroom, I am doing what I am supposed to do and what shall I do?” School- university partnership is very, very important. This can help the university teachers [to know] what is really going there and whether what they are training fits to the actual purpose there.

Accordingly, the partner believed that addressing these major policy issues could change the actual classroom performance of the teacher educators.

To summarize, in spite of diverse and valuable data obtained in the investigation of the Case, the basic belief of the partner that was assessed from different dimensions revealed that the partner was not in line with the modern learning theory and professionalism. Concerning this, though his definition of a teacher seemed ‘sharing’, the other explanations were also magnifying that the teacher was a provider rather than facilitator. Although this partner

claimed that there was a change allied with modern theory of learning, different data obtained from the study indicated that the claimed change was not materialized and still the influence of the old belief which was interpreted from actual practice dominates the action. In other words, his classes were not focusing on the active production of knowledge by the students similar to that of his early school years which were grammar dominated in spite of their distinction in form. Teaching was also perceived as a technical skill — skill of driving. Generally, Knowledge was provided in his class rather than constructed by the active involvement of the learners. Thus, the Applied Science Model of teacher education was pursued rather than the reflective when viewed from the practice of this Case. This tuned the belief towards positivism rather than constructivism.

However, not only potential for change but also basic tenets of modern professionalism that were reflected in different contexts of the study should be recognized. The Case had started significant journey for betterment of his performance which was likely to influence students' achievements. According to the findings of the Multi Dimensional Interactive Approach, the learning process that this partner witnessed, however, was likely to lay foundation for change and alter the situation thereby belief. Understanding the need of more practice and minimizing theoretical input while teaching was the evidence that was likely to mark the distinction between transmitting and constructing. Accepting the benefit of practical task rather than offering model paragraphs and the decision to follow task oriented method in teaching expository writing was one example to reveal this. The others were well articulated value of colleague appraisal and the importance of changing the culture of individualism. Thus, in regard to this Case, not only the need to change the existing practice but also the potential to alter the present mental structure or belief that foster modern professionalism in discharging the responsibility of teaching was observed. This was also reflected in his definition of PD.

4.1.2. Case 2

Case 2, who also was similar to Case 1 in having M.A. in TEFL though they had difference of academic status, had also relevant academic background that made him appropriate to the level he was teaching. Similar to the previous, investigating into this Case also resulted in PD in

spite of the appearance of some tenets of behaviorist orientations and that personal traits that indicated learning was gradual and that it need not be radical were developed. The details follow:

4.1.2.1. Learning Background: Psychology more influential than TEFL

In an attempt to assess the influence of the language learning background of this Case on his present performance, two major things were observed: a view that is not in accordance with constructivist learning theory — covering chapters regardless of the learning process — and that psychology was more influential than TEFL in his language learning. In this regard, unlike the previous case who stated that his lessons were grammar dominated and as a result that he didn't prefer it much, Case 2 said that he liked it. He denoted:

When I was a high school student, I enjoyed all my learning especially language learning — both the local language Amharic and the foreign language. And my results were good at that time. And I think these things motivated me to incline to language learning ... And based on that I think those things laid my base for my ... university education as well as my profession.

Accordingly, the driving forces of this partner to develop his inclination towards language learning were the class and homework exercises he had been doing in his school years and his success that emanated from them. That was why he said, “The exercises which they gave us in class as well as homework, the tests and the scores which I was gaining, I think created some sort of interest”. Thus unlike the previous Case who was influenced by the teaching method and approach of his model teacher, this Case was attracted by his achievement, “good grades”. Thus, pedagogical skill that was learned from previous teachers was not witnessed directly as a lesson carried over from past though it could be deduced that the teachers are behind that.

Furthermore, concerning the qualities of the teachers he had in his school years and the influence they had on him, this partner stated the following:

The teachers were my models... I was not conscious about my learning ... The teachers imposed something that made me to be interested in language learning ... the teachers were very active teachers and they were very much committed to their profession ... I like them very much. And I always follow them to be my models. And I think as a young student, I think I promised to be like them.

In this regard, when asked to identify one as the most influential and tell about his or her quality, this partner did so. The identified teacher was explained as very clever, very much modest, able to teach in a good way, good appearance, smiling, respectful of his students, appreciative of students, loyal, motivator, who had native like fluency, and who was teaching in a communicative method though the case was not aware of this method in those days. Since these qualities are all important for a language teacher, it was believed that they positively contributed towards the language learning experience of this partner though their impact in affecting the present performance needed further scrutiny into his actual practice.

However, the response the Case offered when he was asked what he learned and exercised from this model teacher indicated an element of transmission approach to teaching. Although he stated that loyalty, respect for students, appreciating students for their efforts and motivating them as well as his way of teaching were some of the lessons he obtained from this teacher, his practicing of these skills depends on availability of time. When this Case was asked whether or not he would practice these lessons, he said, “Unless I am worried about time or coverage of chapters, I try to implement the things I learned from him [the model teacher]”. Accordingly, this Case believed that effective method was exercised only when there was no time constraint and under constraints information is transmitted.

Thus, the view that covering courses overrides the learning process is contrary to the modern view of learning. Nelson and Hammerman expressed in McLaughlon and Oberman (1996: 7) the importance of changing the perception of the teachers from the traditional view on instructional materials to the modern constructivist understanding. They described the change process as, “The belief that instruction should follow the textbook and that the teacher’s responsibility is to cover the material, which evolves toward the belief that instruction should build on what students know and can do, and the focus on important questions and ideas in the field.” Thus, materials are there to assist the process but not to dictate the learning. Actual

learning takes place when the learners bring their experience to the process, including the material, and construct meaning from it. Thus, focus on coverage of courses regardless of the learning process is in line with transmission model of training.

In relation to tertiary level language learning, Case 2 was from another university different from this in which he enjoyed the lessons he obtained there unlike the previous Case. He explains the situation as follows:

As a student of English department, most of the subjects in that department were related to literature... I was very much happy to join the English department at that time. Yes, basically it was the literary works which attracted me as a first degree student in addition to psychology ... Regarding my second degree ... although it is not direct, indirectly there are many influences, [though] I cannot tell you that it is as influential as that of my first degree.

Thus, this Case liked his tertiary level training due to his motivation for literature and psychology courses while that of the previous was ruled by pedagogy courses which he didn't like the process much. In addition, unlike the first Case who depicted some dissatisfaction in his undergraduate studies for they were pedagogy dominated, this one was satisfied with and influenced by his program even more than his second degree, TEFL program. At all levels, therefore, this Case had a language learning experience which he appreciated although the potential of these influential powers in affecting the actual teaching-learning process of the language demanded more investigation into his teaching.

4.1.2.2. A Teacher — A Perfectionist and an 'Artist'? and Teaching — 'Implanting'?

In an attempt to know the belief of this teacher educator, this partner, too, was asked to define what a teacher is and teaching means. Accordingly, Similar to Case1 "A teacher is everything" also for Case 2. But this was viewed from a different dimension. He asserted:

I said before all the things which I feel, [explained in terms of a language teacher — a language teacher as a model, an artist and a psychologist] but the teacher is for me every thing. Everything means again a sort of multi personality kind of individual. A multi personality means a teacher for me can be leader of a country. A teacher can be a minister. A teacher can be somebody whom to depend on. A

teacher can be, as I said, everything. So I am very much proud of being a teacher. And all teachers, at my level or below my level, as a teacher fulfill everything which I call it a multi personality individual. That is the way I look at.

Still, although this partner had the right to retain his view that claimed, ‘That is the way I look at’, this researcher questions the role and position he ascribed to a teacher. Can a teacher be an all knowing personality? Even if one understood a teacher in such a manner, what would be his or her view and influence particularly if that person is a teacher educator? Thus, although this researcher believed that a teacher had diverse roles to play; such as a facilitator, as feedback provider, as organizer and so on in the process of facilitating the teaching-learning situation for knowledge construction, accepting the definition of the Case without questioning was difficult. According to this partner, a teacher is an all knowing person and his knowledge was also of all types. Thus, he was a ‘master’ to be followed and a model to be imitated probably like the trainer in the Craft Model. This belief was also likely to make the class teacher dominated and affect the preference of the learners.

In addition, it seemed that it was due to this belief that the partner generalized “Students would like to be like their language teacher.” In this regard, although all teachers have their own share to influence their students, giving this ‘exclusive right’ of influencing the students to language teachers was felt to be less plausible to be accepted but more likely to make the class teacher dominated. Moreover, in relation to this strong belief about a teacher, it could also be concluded that this was why the partner claimed perfection in a dynamic world by saying, “So professionally, when I am a teacher, I believe that I fulfill the majority of things which a teacher should fulfill. If not 100% perfect at least about 99%” and also generalized that “Students would like to be like their language teacher”. Thus, knowledge was perceived as something that could be grasped and fully achieved and then converted into practice rather than remaining incomplete and that is constructed new in all the situations and experiences. This view, therefore, is an obstacle to CPD. Though this view of the Case reinforced the previous view of a teacher as a master of knowledge of all forms, Blandford (2000:184) says the following emphasizing the importance of feeling incompleteness:

People with high level of personal mastery live in a continual learning mode. They never ‘arrive’. People with high level of personal mastery are acutely aware of their

ignorance, their incompetence, and their growth areas, and they are deeply self confident. Paradoxical? Only for those who do not see that journey is the reward. (Blandford, 2000: 184)

Thus, perfection is not only never attainable but also unthinkable. It seemed natural to say that unless there is a feeling of incompleteness, there is less room to think about PD.

In addition, the Case was asked to explain his metaphors of a teacher – an artist, a psychologist and a model. While describing one of them, a teacher as an artist, he equated a teacher with an actor and students with spectators in a theatre hall. However, this indicated the entire dominating role of the teacher and exclusively denied the active role the students are playing for their own learning. The idea is as follows:

When I am doing in class, how I teach my students, my approach, my style, I think, everything [I do] is something which my students like. That is why I call a teacher is an actor on a stage. In fact the classroom could be the stage where the teacher can exercise his teaching activities. In the same saying, the students can also be considered as the audience or the spectator in the theatre hall.

Though this researcher appreciated the self efficacy of this partner in aspiring to attain perfection and his belief of satisfying his students in everything he did, the perception reflected concerning the students as audience and the explanation offered to reinforce this understanding should be seen critically. Accordingly, the audience in the theatre hall could in fact be actively engaged in their own meaning construction from the performance created by others. Nonetheless, the students actively involve in the process of learning from which they are major stakeholders and in which they engage physically, mentally and emotionally. Thus, the students are not only interpreting meaning from the process like the spectators but also producing the process itself.

In addition, the metaphor ‘a teacher as an artist’, though is common and has long background, was felt to be perceived as misleading in relation to PD. In this regard, (Villegas –Reimers (2003), who commented on the confusing nature of the concept ‘the teacher as an artist’ for its relation to diverse aspects of social life, disapproved the metaphor when allied to PD as follows:

When policy-makers think of teaching as an art, little is done to promote the PD of teachers, as, usually, those who believe that teaching is an art also believe that people are ‘born’ teachers (as opposed to trained as teachers) and that their development as teachers is ‘natural’ (as opposed to planned and systematically promoted) ... many, in and outside of teaching, still believe that teachers are born with special gifts, and thus PD is not of great importance (2003: 32).

Thus, the link between PD and ‘a teacher as an artist’ is explained as having negative connotation in its failure to enhance the capacity of the teacher continuously which is one of the requirements of modern professionalism. Consequently, this was viewed as an accelerator for self perception of perfection of this Case that was expressed as ‘99% if not 100’.

Furthermore, the Case had defined teaching in which he revealed an opinion distinct from the constructivism. He said, “Teaching is sharing what one knows ... teaching – sharing knowledge, sharing experience, or letting others be exposed to something *which was not in them* [my emphasis]”. Thus, though the ‘sharing’ appeared to be accepted, the idea that students are filled with ‘something that was not in them’ is controversial. Instead of facilitating the situation and linking the lesson to their background so as to create conducive environment for meaning construction, he or she offers ‘what was not in them’— implanting knowledge. Accordingly, addressing university students who have at least 12 years of foreign language experience in such a manner is contrary to constructivism since it downplays the role of background knowledge. This also seemed the reason why his classes were hardly related to the background knowledge of the learners. [See the details in 4.4.2.]. Neglecting the contribution of background knowledge was, therefore, perceived as deviating from current view of learning and indicated the influence of the traditional method that believes in offering rather than facilitating construction.

4.1.2.3. Typical Classroom: Course induced or Consciously Thought Over

The description of typical classroom of this Case indicated that the belief of the Case in relation to implementing active learning methodology was the influence of the material rather than belief. In describing his typical classroom, he said that he began his lesson by asking the

students to remind him where they stopped in the previous session in order to link the past and the present and then continued his lesson. However, the way he asserted to handle his lessons that were distinct from one course to the other urged the researcher to have a critical look at the issue. The description of the way he handles his class is as follows:

If it is communicative English, for example, I let the students see the topic. Based on that topic, I try to encourage them to share some views, ideas, about that topic. Whatever their view is, it is welcomed. I try to motivate students not to be shy or not to be afraid of making mistakes. That way I can handle the things and I overcome most of the problems. When it comes to be a grammar teaching, because I have been teaching also grammar, I try to see what I taught them in the previous lesson and I try to relate the lesson in the book with their daily life or with their situation.

Accordingly, though each class and lesson is distinct from the other, the approach this partner explained urged critical look at the issue. In the communicative English, the students were encouraged to share their views on the topic. The same activity, however, was not projected out in the other course, grammar. Rather, the teacher's claim of relating the topic to the daily life of the students, actually an activity that was not observed in any of the lessons recorded, was magnified in his response to how he handles his the grammar class. Thus, this raised the doubt about the distinction of the typical classroom of the teacher educator in relation to exploiting and exploring the background knowledge and the belief of this teacher educator on the value of the students' background similar to the previous instances.

In this regard, the conclusion was, therefore, in the context in which background had been explored, it was material induced influence rather than self initiated activity that aligned the teacher to the belief of constructivism. In addition, the explanation the Case offered for active learning by relating it only to his communicative English class when he described the HDP also supported this view. Thus, not only were the other classes teacher dominated but the claimed active classes were the result of the material [See the details in 4.5.1.].

4.1.2.4. Is Smooth Relation Always Constructive?

The other endeavor of this study was to assess the PD opportunities from different sources in the workplace as well as outside by investigating the relation of the Case from different dimensions though the finding was not encouraging. With regard to the relation that existed within the department, Case 2 who stated “Individually I feel there is a sort of smooth relationship among departments, colleagues different professionals,” described the ‘smooth’ as follows when asked to do so:

Smooth relationship means ... because our relationship is not something intimately related or because we are not also very much far from each other because we are working in the same compound and in the same university. Our relationship is just a peaceful relationship. I cannot feel or say anything negative about others I believe they do the same. That is what I call a smooth relationship – not very much related and not very much distant kind of relationship. It is just a sort of moderate kind of relationship – not close [and] not distant kind of relationship.

Thus, since this Case depicted some dissatisfaction, similarly to Case 1, further elaboration was asked. But Case 2 explained his dissatisfactions in a different manner. His idea in which uncertainties were mixed under the ‘smooth relationship’ and that was similar to that of Case 1 in relation to its link to PD, except its low tone, were asserted as:

Sometimes I don’t know may be from the things we are engaged in or may be because most of our colleagues are loaded with many things to do, there is a sort of reservation to say I know each and every individual or colleague. [This is] because there are many things in terms of educational level, in terms of religion, in terms of where we come from, in terms of politics, in terms of culture may be based on our background because we try to respect each other. [This] respect in a sense could be to show one sort of reservation instead of creating a sort of intimate relationship – just to show one as a staff member, to say hello, to greet one formally, extra.

Thus, according to the explanation of Case 2, it was hardly possible to say there was any form of collegial professional PD that had been realized in this department in which this partner had involved. This is, therefore, perceived to be an obstacle to improving quality of the teaching learning process. Day (1999: 8) says, “The stimulus and support for personal-professional growth which emerges from an environment in which professionals regard one another as colleagues is powerful – and empowering. The quality of the relationship among faculty is central to PD.” Thus, measuring with this yardstick, the relationship that existed in the Department was neither exploited for nor conducive to PD. That seemed the reason why the partner said, “Formally there is nothing done for the sake of the teachers’ PD [considered by

the Department]. It is a sort of individual attempt that every staff member tries his or her best to make him or her self up-to-date with necessary PD.”

Extending this effort of exploration about PD opportunities outside the workplace, if any, the in and out of campus activities of this partner were investigated though less was obtained. Concerning his typical working day, it was described as a day in which he was occupied with teaching activities, reading books for further references, correcting and marking students’ tasks and assignments and browsing internet. His out of campus activities, however, were mainly spending time in watching TV, films at home or movies in the cinema halls in the city. Accordingly, the only PD he had were his aforementioned ideas of reading and the internet. Though these were developmental opportunities, here too, interactions with colleagues as well as classroom based PD that facilitate the realization of modern professionalism were not reflected.

Similarly, in the endeavor to assess the nature and quality of the things he was doing with his colleagues in his Department and align them to PD, the finding was also not appreciable. There was neither collaboration nor cooperation sensed behind his expression ‘We respect each other’ that has strong or influential bearing on PD. In addition, this Case also revealed that the only thing he worked with others was a committee work. However, he stated that this working culture, ‘contrived collegiality’ (Day, 1999) was appreciated by the officials of the University. Nonetheless, the researcher felt that these activities were routines to whatever degree they were effective. Thus, since the chance to develop collegial relation was less, either the perception or practice of collaborative professionalism, requirement of modern professionalism, was not observed. As a result, exchange of ideas and information that was likely to challenge the existing belief of the staff and the status quo was not observed.

In a like manner, the engagements that the Case asserted in his out of campus activities were less significant in relation to PD. He expressed these activities as follows:

I am afraid to say, it [out of campus activities] is not much. When I am out of campus, I directly go to home. I am very much interested in watching cinemas, movies. In the absence of films or a television at home, I could go out for a cinema to one of the cinema halls in Addis.

Thus, the opportunities outside workplace were also contributing less in terms of PD. However, this did not mean PD undertakings were not mentioned.

In spite of the metaphor teacher as an ‘artist’, the case had also expressed a view that stressed ‘making oneself up-to-date’ when explained a teacher defined PD. He elaborated that a teacher is expected to make himself professionally active, professionally efficient by his own effort. In this regard, when he was explaining effort, he said, “Effort means making himself or herself professionally well equipped with knowledge ... and making oneself up-to-date and efficient.” PD was also described by this Case as an attempt one makes to make himself/herself up-to-date or efficient in his/her profession. To attain this quality, however, it was suggested that it should be through reading, doing works relevant to teaching and using technology - internet. Accordingly, in spite of the contribution of these options for PD, the other qualities of modern professionalism essential for PD such as collegiality, reflection and self assessment were not mentioned.

In addition to reading and exploring internet, this Case had indicated the PD opportunity that he seized in his work environment. He stated that he was not only teaching but also learning from his students here at the university due to the maturity level of the students. Thus, though his readings were likely to materializes his PD, the kind of development that were expected from different links he had and that were the requirements of modern professionalism such as self and peer appraisal that could be realized in collaborative environment and facilitated by critical reflection were not observed. Thus, it could be concluded that the qualities of modern or transformative professionalism were neither recognized nor appreciated.

Furthermore, this partner also expressed that the HDP offered by the department did not benefit him much though he attended it for one year. Initially, Case 2 stated that the program was interesting because “when one gets into the tasks and the activities in the program, one will be very much interested as a professional teacher because there are so many things which a teacher can go through as a sort of practical kind of situations or activities.” When replied to what he liked from the program, he stated that the most interesting aspect of the program was the active learning area of the training. However, this partner gave it less value because he said

that he had had the exposure to the concept before attending the HDP and it had not benefited him because “it has no reward”. When asked what influenced his actual classroom from the program, nonetheless, the partner replied:

In fact as a language teacher, I was fortunate. I can say and many of the colleagues there in the HDP program were appreciating our profession – English teaching profession because I was not new for what we were doing in active learning. This was almost what I was practicing in my communicative English classes because we try to exercise a sort of student centered kind of teaching learning activities in our communicative English classes.

Thus, since the Case expressed that he did not benefit from it because of the awareness that he had before he joined the program, the learning opportunity he obtained from it was also less significant. With this belief of the program, therefore, the one year time invested on the program was not wise expenditure for it was not perceived as a learning opportunity.

Moreover, the staff performance appraisal, the potentially rich wasted developmental opportunity, was not distinct for this Case from that of Case1. This partner asserted that the instructors’ performance appraisal was valueless. He said, “Whatever the students say about their teacher, what ever the colleagues say about their colleague, whatever the department chairman could say about that staff member...if there is nothing which is practical ... as a positive or as a negative thing, it is just nothing. It is only a sort of paper work.” He also added, “Is there something which can be taken as a corrective measure? Is there something that could be taken as an appreciation? If there is nothing at the end of all these evaluations, I consider it as it is just a sort of task which could be done every semester, every year for the sake of doing or covering the program of evaluation.”

Worst of all, this partner believed that colleague evaluation depended on personal relationships rather than the actual thing the appraisee is doing or objectivity. Accordingly, though appraisals were believed to have the potential to materialize PD, this Case was not benefiting from the process. Nonetheless, though not developmental, this Case has obtained some administrative benefit from the appraisal process: promotion.

To conclude, the partner had asserted that the relation in which he involved in different personal as well as institutional activities in all the circumstances were smooth. In this regard,

even if the Case seemed to be dissatisfied in the culture of the Department that he explained as ‘individualistic’, he felt that the work of the Department was appreciated by others. The internal as well as the external relations he had, some of the opportunities he got in his work environment such as the HDP and instructors appraisal, however, did not contribute to his PD.

4.1.2. 5. Teaching — As It Was Described or Performed? Diverse Learning Incidents

In response to the question of describing his own teaching by comparing the past and the present, the feedback of this Case was found to be in accordance with traditional method in spite of his conflicting views. In describing his previous teaching, high school, he said that it was unlike his present teaching because the students were heavily relying on him. He explained:

As a beginner teacher, may be during those times I was energetic and very much committed to the teaching profession ... But rather the kinds of students I meet here in the university are a bit different from that of my high school students. I think I leave most of the tasks and duties to my students here at the university ... But I think I have also many things to learn from my students. So I consider my teaching experience here at the university not only as a teacher but also as a student because I have many things which I have learned from my students, from my colleagues and from my reading in fact. So I think much is gained here at the university.

Thus, he said that he had undergone change as a result of his learning from his students, his peers and his own reading. Though change was a normal phenomenon of life, the nature of the change and the degree to which this change had affected his actual classroom performance was needed to be investigated. In this regard, the claimed change seemed to indicate positive inclination towards modern language learning theory by making the learners responsible for their learning in which they were actively involved. Thus, effective way of assessing this impact of the lesson obtained in the university was, therefore, to look at the actual practice of this teacher educator. In this regard, however, the findings of the other instruments of this study did not indicate the mere fact of the teacher leaving most of the tasks and duties to his

students or the kind of leaning that facilitated or realized the modern learning theory. Rather, the observed classes were to the contrary - entirely teacher dominated.

In this investigation of the actual teaching, too, the self-appraisal of the partner which was a learning incident and the researcher's observations of the recorded lessons did not support the claim. In this regard, not only the evidences given to indicate that the classes were teacher dominated [See the details in Section 4.5.2.] in which neither the students were given opportunity to construct nor their background was exploited but also the other instances were found to be in contradiction to what the Case had asserted. In relation to this, the first impression of this Case that was reflected when he observed his first lesson - an incident that made him smile and acknowledged that such an experience was his first time - was different from his claim about his class. He confessed:

As a teacher I have observed that [i.e., the self-observation] it was difficult to control all students' movement about what they have been doing or not. In fact, the teacher [himself] seems to control every action during the teaching-learning activities. This means that there was no room for student centered approach to implement.

Thus, the reflection on the actual self-observation, the self realization, was different from the perception of the self efficacy in facilitating the teaching –learning environment. Moreover, the view that this partner had by relating the active involvement of the learners in the teaching learning process to the nature of a course – communicative language teaching – indicated that his self perception about his class was not what was claimed. He argued:

Although the nature of the course itself inhibits the implementation of student-centered way of teaching- learning activities, it has been tried to participate at least partially. Regarding the participation of students during the question-answer moments, it seems that only few students particularly at the front seat participated regularly.

Thus, it could be concluded that the classroom was teacher dominated in which few were involved and as a consequence the teacher was a source of information.

In addition, in regard to the other quality of modern or transformational professionalism – critical scrutiny into one's own action and reflecting upon it, the inclination of this partner was not found to be encouraging as it was observed during the reflection session after peer observation. This Case presented the objectives intended to be attained from his lesson, that the

students would be able to understand the purpose of writing a paragraph, differentiate narrow from broader topics and narrow down the broader topic into specific. The objectives, however, exceed theses when this Case reflected during the feedback session of the peer observation. In this regard, openness was under question.

Besides, teaching was equated to learning as it was observed in the reflection of this partner during the peer feedback and reflection session. While a lot of factors in the classroom facilitate or retard learning, and while each lesson had to be investigated critically so as to identify these factors, this Case was certain that learning had taken place or students had learned because he presented the lesson. He expressed:

I present the topic from the beginning ... I just asked them to do actively and try activity by activity ... I think I achieved my goal. [Continued about their learning] I think they learned the difference between a topic, a title, a topic sentence and the purpose of a paragraph ... So when I present the lesson, the students clearly understood what major differences there could be between a title and a topic.

Accordingly, students learned whatever the teacher presented. However, Jackson (2007) argues “If we insist upon ...necessary connection between teaching and learning, we then find it impossible to say with certainty that a person is teaching until after the fact – until the evidence that learning has occurred in hand. Lacking that evidence ... They are definitely trying to teach” (Jackson in Curren: 2007:339). Thus, since no assessment was conducted as observed from the transcribed lesson, it was hardly possible to say confidently “the students learned”, because “I presented” the lesson since there might also be some who did not learn. This self-observation and reflection, therefore, makes the belief about learning uncertain – an understanding that is likely to be an obstacle to learning assessment and thereby feedback.

On top of this, even if the Case said the lesson was effective, the self-appraisal and the reflection session of this study contradict with the claim. The Case said, while expressing the least effective part of his lesson:

I didn't give a sort of task which I would like to see the students doing individually. I forwarded the task to the students and the students were asked to do first individually then in pair. I didn't follow really what each individual student was doing ... I just took that as a positive aspect of the lesson.

Thus, the claimed effectiveness of the lesson was dubious in light of this self-appraisal. However in the teaching – learning process understanding differences would have been important – was the lesson the Case obtained. Concerning the value of understanding difference, Day (1999) says, “We will need to understand how to teach in ways that respond to students’ diverse approaches to learning, that are structured to take advantage of students’ unique starting points, and that carefully scaffold work aimed at more proficient performances (1999: 70). Thus, the group responses of few students were taken for granted as learning of the students as it was observed from the recorded lesson.

Furthermore, this Case accepted the peer observers’ comment proposed during the peer feedback session that indicated less likelihood of learning – “Many of your students found it to be hard to answer your questions.” Accordingly, there was no indication that learning was ascertained. Though learning was likely to take place outside the way the teacher had thought about what it would be, for instance, as in the case of this partner where the students learned about parts of a paragraph without the teacher planning for it beforehand, failure to acknowledge this phenomenon and claiming only the success made the process of the self-observation less critical. This, which deviates from the quality of modern or transformational professionalism, again, was reflected in the professional discussion conducted during the reflection session of the post observation. Regardless of the previously stated benefits of the self-observation process, the following was finally reflected by this Case when he evaluated the two processes:

Regarding my observation, the only thing I observed was what I really look like in class ... my physical appearance, the way I approach the students, the way I used the white board, the way I asked questions, the way students participated in my lesson. But if you ask me “Are you going to change these approaches or strategies?” which I observed in my self-observation, I don’t think ... I don’t know if there is something which I am going to change.

Accordingly, critical scrutiny into one’s action was not observed. Moreover, the obtained lesson was disvalued and expressed as looking at oneself instead of emphatically expressing it. However, “Competent professional practice presupposes competent self evaluation ... It is through practitioners’ retrospective self evaluation of their attempts to translate values into action that professional knowledge is further refined and developed (Holly and McLaughlin, 1987: 256).

Concerning this, the less value the Case offered to self evaluation, however, was likely to have its own reasons. One likely cause for this was assumed to be the belief that this Case holds about a teacher – considering the teacher as a source of knowledge who is expected to be ‘99%’ perfect. Instead of critically looking at the process of teaching-learning that is dynamic in its nature, taking things for granted is contrary to the view of modern professionalism. In this regard, the skill of self evaluation should develop if practice is to be fruitful. Concerning developing this skill, Blandford, (2000) points out:

One means of developing the skills required for self evaluation is to consider the range of knowledge that exists regarding educational practice. This may include common sense knowledge about practice that is simply assumption or opinion...; folk-wisdom of teachers ...; skill knowledge used by teachers...; contextual knowledge ...; professional knowledge about teaching strategies and the curriculum ...; educational theory; social and moral theories. (2000:184).

Thus, all these potential sources were neither recognized nor exploited. Rather, all of them were taken for granted and the partner said that he looked at his physical appearance.

On top of this, in spite of the self perception of the teacher educator about his knowledge of communicative language teaching methodology and his awareness on active learning before he joined the HDP, his actual classroom performance did not indicate this knowledge and/or practice. The Case said, “I enjoy my teaching as it is a communicative approach – my way of teaching and I believe that my students are very much interested also in my class.” In addition, while expressing the awareness that he had on active learning before joining the HDP, he asserted that he was not new to the active learning methodologies that were described in the HDP manual or program and that he was practicing it in his communicative English class before he joined the program. He said “In the communicative English class the teacher is not only source of information. The students are also sources of information. This was the practice in the communicative English class. This idea is the same thing with what I practiced in the active learning situation [of the HDP].” Thus, this self efficacy report was a wrong self image that the actual performance did not witness. There was a gap between his belief or description of the class and performance. In these regard, international studies also reveal the same phenomena. Sharpe (2004: 144) writes:

Studies do appear to show inconsistencies between teachers' conceptions and their approaches to teaching. Murray and MacDonald (1997) found that, although teachers may hold student centered views of learning, they find it more difficult to practice student centered teaching. Similarly, McLean and Bullard (2000), in examining teachers' portfolios, found that novice teachers held firm student centered conceptions but not all were able to operationalize these.

To sum up, although the process was a developmental one in which effective self appraisal was conducted, wide gap had been observed between theory and practice. Despite the claim that was made in relation to the effectiveness of the lessons that the Case presented by comparing the past with the present and some of his own explanations of his lessons in different situations that he related to modern learning theory, the actual practice did not witness it. The observation of the recorded lesson by the researcher revealed that the classes were fully teacher dominated in which the students' involvement in the process was less. On top of that, the self and peer appraisal feedback also indicated similar situation although it was assumed that their skills were not utilized to the maximum. The view of this partner – “my class is communicative” – and “I practiced active learning in the communicative English” or “I am not new to active learning when I joined HDP,” were biased self evaluations. The same was true about “I give most of the tasks to the students at the university”.

Accordingly, the teacher was a provider of knowledge while learners were passive recipients, the teaching learning materials were dictating the process, less reflection and critical evaluation had been exercised. The existing knowledge was also taken for granted rather than questioned. This indicated that the belief of this Case is that knowledge is provided and his model of training was aligned to the Applied Science Model. Thus, this was found to be in line with what Nelson and Hammerman point out – “substantial numbers of teachers hold a view of learning that is not based on a learner-centered, constructivist view of learning, but rather on the view that children absorb what they are taught” (McLaughlon and Oberman 1996: 6), – and suggest that must be changed.

4.1.3 Case 3

The third Case, though similar to others in having his M.A in TEFL, he got his BA from one of the universities in which one of the Cases was not satisfied in the way all the skill courses were offered — the students were left alone to work on themselves. For this Partner, Case 3, the most influential learning in relation to his profession was another higher institution where he obtained his diploma. Unlike the other Cases, this partner had experience of teaching in teacher training institutes in addition to his influential diploma level training. Thus, this sub-section addressed this Case:

4.1.3.1. Language Learning Background: Personal Effort Emphasized

Similar to others, the language learning experiences of this Case was also assessed so as to link it to his belief about language learning and teaching. Despite the aforementioned difference in background, this teacher educator had similar language learning experience with Case 1 during his school years. This similarity is stated in the following manner:

Our teacher usually taught us grammar ...we usually were happy because we add something to our knowledge ... The teachers were good at teaching grammar ... they don't give much attention to the other skills. The teaching learning techniques were quite traditional and they didn't give opportunity to practice ... and the teachers actually would feel happy when they taught grammar. And language teaching at that time was actually teaching grammar.

Hence, this was learning about the language rather than using the language itself. In this regard, although he asserted that his elementary language learning experience was similar to his high school in that his model teacher “is good at teaching grammar,” he also pointed out there was also a difference. He said, “Actually it was here at this point [high school] that we started learning the other skills”. Thus, though assessing the degree of its influence was difficult, it could be said that the Case was introduced to new approach at this level.

In addition, like the other cases, he was influenced by his teachers. The influence his teachers had on him was asserted as follows:

Teachers who taught me English when I was in high school and when in the elementary school, to some extent I guess, placed me to being somewhere an English language teacher. And when I was an elementary school student I had a clever English language teacher. And I liked the way he taught and I took this teacher to be my model. And so when I graduated from high school, I had to go to ... teachers' college and there actually because of the influence I guess that these

teachers had on me, and I majored in English. So I chose to be English language teacher.

Thus, this influence extended to career selection. Case 3, who also appreciated his language learning process of higher institution, in fact his diploma level training, but on which he had some criticisms on its exclusive target of developing the skills at the expense of grammar, expressed the situation as follow:

I had better teachers and most of them had MA in TEFL. They had better qualification as far as English language teaching is concerned. But still the thing here [was] grammar tends to be ignored here. Because the teachers seemed to have a different orientations about language teaching and the teachers tend to use what we call productive way of language learning. And they would advise most of the time to work in a group and to share ideas.

Accordingly, unlike the previous Cases, it could be concluded that this partner had a better exposure to the social nature of knowledge construction in spite of slight dissatisfaction of ‘ignoring’ grammar. However, he explained that he was advised to exercise collaborative learning environment where students were sharing knowledge. The training condition of that institution that this Case expressed as advice was also commented on by another researcher. The training in that institution was inadequate to change practice since the important concepts that were given about cooperative learning were given in a note form on the chalkboard without practical exercise (Benson, 1994).

In relation to his language learning experience, as distinct from the other partners, this Case emphasized that his personal effort to improve himself had played a role in his language learning. He said, “Language learning is a life long experience. And so most of the time I tilt to practice particularly speaking because most of the time our teachers advise us to practice it.” His endeavor of developing the writing and reading skills were also described to follow the same pattern — through practice.

In his process of learning, this partner had also mentioned some qualities that he appreciated from his model teachers. With regard to this, he expressed:

They are my role models because one, their language skills are good and they know the language and speak it very well. And though the way they taught English may not be as good as the one we know here still... the techniques of teaching that the

teachers employed ... were fascinating. Though the traditional techniques of teaching was employed in teaching all the subjects including English but teachers who taught English at that time knew, to some extent, the interactive way of language teaching. And because of this I took the teachers as my role models.

Thus, knowing the language well, good speaking skills, motivation and using interactive methods were stated as the qualities that made him to appreciate these teachers in spite of their grammar dominated classes. Though it seemed that he was longing for grammar, his appreciation for his teachers and some of the strategies seemed to reveal his positive attitude towards the more recent approach – teaching language communicatively. Since he claimed exposure to social nature of leaning, at least in rhetoric, that was likely to lay foundation for interactive language learning theories thereby influencing the existed belief. In addition, unlike the other Cases, this Case also emphasized the importance of personal effort in learning a language.

4.1.3.2. A Teacher and Teaching – A Context Creator and Creating of a Context

In the process of exploring the belief of this teacher educator, the guiding principle of all his actions, this partner was also made to define a teacher and teaching. Thus, the responses he offered for these concepts had been aligned with modern principle of learning. This is cited in the following:

Teachers are people who can influence you. Even they can influence you to the extent that they can influence your career choice ... They are people who can shape your life, who can shape your profession ... Teachers are people who not only impart knowledge [but also] who can impart emotion ... They don't only actually help us to get knowledge, they set environment in which we can learn, in which we can go on. And they provide us with skills which we use outside classroom and go on learning the language.

Thus, though teacher's role in imparting knowledge seemed less likely to align with the view of constructivism, the power of teachers in affecting emotion; i.e.; the affective aspect of education, their facilitating role by helping the learners and creating conducive environment of learning were articulated clearly. In this, unlike that of the other Cases, the teacher was explained as a person who develops the capacity to learn rather than giving knowledge when he said 'they help us' and 'they set environment'. Accordingly, this partner had reflected the

recent view of learning that shares the responsibility of teaching learning process to the learner himself/herself or teachers as developers of the capacity of their learners to learn.

Similarly, the definition of teaching offered by this partner was also different from that of the previous Cases in that it indicated the facilitating role of the teacher that was in line with the recent view of language teaching in which learners construct their own knowledge from the process. He says, “Teaching for me is setting conducive environment in which people go on learning. Teaching means helping people to learn. And teaching means helping people to self actualize. Teaching means helping people to be competent in their lives”, said this partner. From this perspective, it could be concluded that the effort of the teacher in helping and self actualizing makes his/her role a facilitator rather than knowledge provider. Here, this Case seemed to share Bartlett’s (1990) definition of a teacher that explains a teacher as “Someone who engages learners, who seek to engage each person wholly – mind, sense of self, range of interests and interactions with other people in learning” Bartlett (1990:204). As a result, the learners construct knowledge. According to this partner, a classroom, too, is ‘a joint venture.’ This view of a teacher as a facilitator and teaching as creating context for learning are, therefore, an understanding of the constructivist view of learning in which the learner takes care of his knowledge construction.

The other evidence that aligned the view of this Case with constructivist learning theory was his belief that was expressed to influence his action in overcoming the challenging situations he faced. In this regard, as an attempt to assess his current performance and his perception of his duty, the Case was asked to describe his typical classroom. Accordingly, Case 3 explained that he was not successful in his effort of making his class interactive as a result of having students who joined the department without their interest. This partner stated, although he always tried to establish good relationship with his students because of his belief that the affective aspect of teaching is very important, his classroom which he explained as a ‘joint venture’, was not as lively as he wanted it to be due to different reasons — mainly students background problem and their lack of motivation. This was expressed as follows:

As I usually think and as other people may think, [too], a classroom is a joint venture. And it is a function of the activity of the students; it is a function of the motivation of the students. And the readiness of the students is very important ...

no matter how conducive is the environment, no matter how interactive the class is. If the students are not ready to learn I think the class will usually be dull. That may happen and most of the time readiness has to do with background. And you can't build all the background of your students by filling all their lack. Their lack may be all the background that they need to study certain course.

Thus he said, "Most of the time, our class tends to be cold. It is not as interactive as we need it because of the students." Nonetheless, the partner had also asserted that he was trying to tackle the problem. The following explanation of this Case needed recognition:

As I have said it is very difficult to build the background that the students lack. But I usually try. I try to build some of the background. And starting from that, I try to exploit things. And what is important ... making the course accessible to the students; [i.e.,] bringing the whole thing, the subject matter, to the level of students' understanding.

Accordingly, the humanistic view of learning in which the needs of the learners was taken into consideration was reflected. This indicated the importance of creating conducive environment in the classroom in which the learners and the subject are linked through adopted lessons so as to realize meaning construction, constructive view of learning. Thus, this view was also a distinct from the other partners except Case 1 who asserted the significance of 'bringing the subject to the level of the learners'. In other words, these two Cases shared the view of humanistic learning that gives due attention to the learners.

On top of this, although his view on 'model provision' necessitated further scrutiny into his actual classroom performance with an intention of relating it to his belief, the issue this Case raised on models during the pre-observation discussion session of the peer appraisal process was also worth recognition. In this instance, this partner questioned the importance of providing models to the students and expressed his previous lesson that was less effective as a result of following this procedure – model provision – as an illustration to support his view. In this regard, when his peer asserted that he would offer models so as to teach different forms of expository paragraph, this partner questioned it relying on his ineffective past experience.

In addition, the actual teaching of this partner, Case 3, was in line with constructivism since knowledge construction was facilitated in the process of teaching writing from reading. This Case used peer writing strategy in which the active students were supposed to assist the less

effective students in generating ideas for writing. This, believed the researcher, helped the Case in realizing the social nature of learning in which learners would learn from each other and that enabled them to take responsibility for their own learning through constructing their own meaning from the process. Apart from the actual performance that was observed from the video recorded lesson, this belief was also reflected during the interview as follows:

When I taught writing skills, most of the time, I use pair writing. Because I gave them models and they carried out the analysis and then they developed their own text based on the model. But I had tried this for many times and I thought it worked. But later [I discovered] they were not working in their own ways of writing, they tend to copy other people. And I thought that was dangerous. And students who are writing should develop their own ways as long as it is within the standard – their own ways of getting things down on papers.

In this regard, his rationale to neglect model, according to this partner, was “[It is] a parallel product approach [and] most of the time it tends to impede or it tends to limit their creativity.” Accordingly, instead of giving them a model and forcing the students to match their own unique context to a model, this case believed in undergoing a process in which they practice of constructing their own model. This depicted his belief of avoiding giving models that emanated from his personal experience. In other words, the students creating their own model from the process could facilitate better learning. This, too, revealed the constructivist view of learning in which knowledge construction was facilitated unlike the classes of the previous two Cases where things were asserted to be given by the Cases – a situation the made their effort behaviouristic orientation.

In an attempt made to know more about the belief of this partner about teaching by looking at the link between the past and the present, he was made to compare his present teaching at the university with the past, high school. Case 3, who said that the high school students are more independent than the university students, showed the difference in a distinct way as follows:

Students down there are most of the time ... dependent. And they need everything from you. And the level of preparation that you need and the effort that you put into the teaching may not be the same. And teaching down there is more demanding. . And when it comes to teaching at the university or at higher level, in principle actually, we need to have students who are to some extent independent. But actually students whom we have here are not different from high school students. Even clever high school students are better than students we have here.

However, though he stated that he loved his university teaching theoretically – ‘in principle – because of different students he had, it was expressed that he was very much dissatisfied with his current performance. And yet, he explained that he still loved his teaching at the university because of the expectation. In addition, availability of materials at the university made it preferable. However, in spite of the stated love of teaching at this level, the true love seemed to be conditional. For this partner, unless some conditions are fulfilled, satisfaction seemed impossible. He asserted:

Anyway, here because of the expectation and because of different students you have and because of the materials you have here, you can read a lot of materials, I think for me it is better to teach at higher levels given that you have good learning environment and good teaching environment, and given that you have students who are fit to be your students. Otherwise if you have students who are similar to students in the high schools, I guess, teaching in the high schools and teaching at the university may not be different. The difference is, may be, on the buildings.

Thus, his dissatisfaction emanated from his feeling of having the kinds of students ‘who did not deserve to be here at the university’ [his sheer dissatisfaction] due to their low level of performance.

Furthermore, his actual classroom performance that was found to be conducive to better learning environment could also be an instance for the learning theory that guides his teaching. In this regard, the involvement the learners had in the lesson and the opportunities they were provided to construct meaning from the process was significant. His actual classroom performance was a good indicator of his belief since it provides evidence to support what this Case said about teaching and learning by indicating that his claims were not rhetoric. The following account of one sample lesson could be evidence:

The Case entered and started writing on the board – Material Evaluation. “Why?” “How?” Then drew a tree diagram of material evaluation which was divided into two major categories: Empirical and Impressionistic. Then he asked a question “Why do you evaluate materials?” The students did not respond immediately. He paraphrased the question. “Suppose you are given a text to evaluate, why do you think you evaluate?” He also mentioned that they identified some points last time. Then Student 1 responded: “To identify its strength and weakness.” The teacher said, “Yes, she is right.” Then he continued writing the answer by recasting the response. Then he extended the answer and explained thereby relating it to the importance of knowledge and skills for this purpose.

Next, he asked, “How do you evaluate materials?” There was no response. He repeated the question and continued. He mentioned that they identified two types of evaluation in the previous time and asked: “What was that?” Students responded in group – some impressionistic and the others empirical. He then asked, “The first one is?” Students said, “Impressionistic.” He again said, “The other one is?” Students replied “Empirical. After that, the teacher asked, “Can you tell me the advantages of impressionistic evaluation?” The students responded. The teacher continued his question and answer.

Thus, unlike the previous two Cases, students were asked more questions and there was a better student-teacher interaction. Besides, the nature of the questions; for instance, suppose you are evaluating a material, were critical thinking questions that were likely to facilitate learning. Furthermore, the transcriptions of the other lessons had similar quality even in the context the Case had revealed dissatisfaction about his performance in the teaching learning process where he thought less learning had occurred. Some important lessons that his peer observer witnessed as lessons he obtained by observing the class of this Case were also indications of the effort of this Case in trying to exercise the interactive learning process that shared the responsibility of learning to learners by involving them more in the process.

4.1.3.3. The Impacts of Internal as well as External Relations on PD

In an attempt made to assess the different levels of relations in and outside the workplace of this case and thereby link it to his PD, Case 3, expressed a similar view with slight difference with the others. In regard to the difference he had with the others, he asserted that the way the university management tried to make its relation with the academic staff was not at the level and of the kind of relation that he required to be. However, the relations with the management of their department and within the colleagues in the department were expressed as positive like wise to the other Cases. Concerning this, he asserted that the staff had good work relation and participation in the decision-making process of the department. He said:

The Department is a heading successor. We can talk with the department head. And we can discuss and the department head is not oppressive. And every thing that we do is done based on our agreement. And the department *without letting us to touch* [inaudible] he can't do anything of his own. On our accord, most of the time he calls meetings and we discuss things and we settle and we carry out things based on our agreement. I guess we don't have any problem with the department.

Nonetheless, the same Case seemed to have some dissatisfaction in the management of the department particularly when it comes to defending its staff. He said, “May be the department is weaker when it comes to protecting us [the teachers]. That is the problem. The system that we have here is more responsive ... to the needs of the students than the needs of the teachers ... And at department level you can see the reflection of the system, where teachers are ignored, where teachers do not have any voice at all.” Thus, it seemed that this feeling was likely to affect PD of this Case whether the problem was reality or perception.

Furthermore, this Case, who said there was good relation ‘as far s the teaching staff was concerned’, was asked to explain why he said so in describing the kind of relations they had in the department. Even though the intention of request for elaboration was to link the idea to the PD opportunities that the Case had in his immediate work environment, the finding was not encouraging. He explained:

In our case by the way we don’t have any problem. When we teach the same course for instance we share materials and we talk about what we teach, what I am teaching. If I have a problem I can talk to my friend. And we can share teaching materials, and we also try to standardize things. We sit down and develop course, course materials. And we also develop course ware; when I mean course ware, I mean notes. And course outlines are developed by a team of teachers. And we work together and we share information and we also talk about the difficulties we have in teaching and we share experience. We don’t have any problem among ourselves.

Thus, sharing resources, talking on different topics of teaching, performing different activities so as to standardizing provision, and sharing information about difficulties were stated as some of the duties that were performed in the department among the colleagues. In al the cases, however, the duties were routine that did not involve reflecting on the actual classroom performance of the teacher educators. In other words, total occupation by routine activities in which different innovations were not exercised was not perceived as a problem. In addition, most of them seemed administrative assignments that led to contrived collegiality. In all the cases, however, though their value should not be denied, they were not instances of collaborative PD.

Apart from the above deduction, the Case was also asked to state if his department had considered PD of its staff. In relation to this, this partner asserted that there was no ‘consciously designed’ program of PD. He said it was left to the individual teacher. However, the HDP and the encouragement the department made to share material and information was mentioned as the available opportunity of PD. In spite of its provision as an alternative for CPD, this Case complained that HDP was an imposition and that “It was waste of time.” The following is his expression:

Last year I had higher diploma but I haven’t benefited from that because it was a repetition of what I already had. And it was not meaningful. Though they taught us what we know, it was not good to be taught what you already know ... The classroom was not such attractive and I consider that a waste of time because the program was designed without taking into consideration our professional needs.

Thus, similar to the other Cases, for this Case, too, this program was perceived as a futile attempt which was ‘telling one what he/she knows, despite its valuable and limited resource consumption. He also said, “It was unfortunate that the program didn’t benefit me. And for me the program has already failed though still the department is strikingly defending it.” In addition, when asked to explain how he joined the program, the Case said, “We were instructed by the department to attend the program. And the instruction was so powerful that you couldn’t resist.” Thus, it was considered as an imposition.

While PD undertakings should have emerged from within, this one seemed to be the result of top down external imposition in which “The need of the teachers was not assessed.” Thus, it was true that the program was a national level recommendation that did not take into consideration either institutional or individual differences. People of different subject areas were also attending the same program at a time. The personal account of the researcher who attended the program with teachers from the Departments of Psychology, Information Technology, Business Education and Foreign Languages and Literature could be cited as evidence.

However, this Case didn’t deny the importance of the program - HDP – in general. His comments were the following:

By the way it is interesting and also encouraging to have this program. But the program was ill designed. And it didn’t take into consideration the needs of the

teachers. In the design of the program, distinction was not made between high school teachers and university teachers. High school and university teachers seem to attend the same program with the same content of training. And this is actually unfortunate. And it is actually offending.

Nevertheless, the issue of the similarity of the contents for the high school teachers and the university was felt that it should neither be unfortunate nor offending. It is believed that both were likely to have similar need in spite of their difference. Concerning this, Villegas-Reimers (2003) says, “PD of teacher educators and other educators in higher education institutions does not differ greatly from that of elementary and high school teachers. They need to acquire professional knowledge – not only subject matter but also of pedagogy (2003:138).” Thus, if teachers at all levels share the same topic or approach for their PD, it’s no wonder.

Furthermore, the other potential developmental opportunity in the department that this study endeavored to investigate was the staff performance appraisal though the Case asserted that it didn’t help him alike the previous two Cases. This partner said, “Frankly speaking the evaluation is nominal. And even some steps of the evaluation are not carried out. We teachers know that the evaluation is nominal. No one is concerned about it. And students even do not understand the evaluation performance format – the form”. This partner added that the evaluation was done without any preparation and briefings for students and concluded that “for us which is important is the informal talk that we have among ourselves.” He also asserted that the teachers knew that the students could not evaluate them and that the students felt that they were not competent enough to evaluate their teachers. Thus, since this case believed that it was done nominally, the process didn’t contribute to his PD.

Moreover, further scrutiny into the impact of the relations of the Case and linking it to his PD necessitated more questions that asked about his typical working day. In this exploration, his typical working day was found to be similar to the second Case. Some of the common features were going to class and teaching, making preparations for teaching, and reading different materials. In addition, browsing internet and retrieving some information were also mentioned. This response is the following:

My working day, as far as I am concerned as a university instructor, is almost the same. That is to say, everyday my duties in the university are related to the

teaching activities. In fact when I get into my office, I could look at some books, some references for the day's lesson, in relation to the days lesson or if I have some papers to correct or if there are some research papers which I should look at, I would consider those things in my office and browse my internet and also make further reading.

Extending this investigation of linking relations to PD was also attempted in the outside workplace relations of the Case. This assessment, however, did not show basic distinction in relation to his PD since the relevant one was stated as reading — what he asserted to undertake in the campus. He described his out of campus activities as follows:

Most of the time when I am outside the campus, I read because some of the activities may go to home as well, correcting students' papers, for instance. And the time that you have here may not be enough for reading and you should also read at home. I need to help my kids. And as human being, I have spiritual needs and I have to satisfy my spiritual needs. And socializing with friends. These are my major activities outside the campus. Some of the activities are actually that those which I should have done here.

Thus, it was found that the influence of the internal as well as the external relations on the PD of the Case was less in spite of his strong qualities observed in regard to his actual performance.

4.1.3.4. The Teaching Profession and PD — The New Understanding

In regard to his undertakings of PD, though this Case is similar in many aspects to the others, the explanation he offered for PD deserved consideration since some basic tenets of modern or transformational professionalism, idea that shared some of its features with the elaborated definition of Case 1, were introduced. This assertion underlined the importance of reflection and the process of linking theory and practice as a regular means of constructing new meaning. He focused on developing theory from the process – learning that emanates from practice and again guides the practice by informing action. He points out:

PD involves reading, developing one's knowledge and reflecting on one's teaching performance and updating one's knowledge. All these are important for one's PD. It is a continuous process. It is not something that stops somewhere and you can't say it is enough. And it will go on until you are in the profession.

Accordingly, scrutiny into one's actual teaching practice and reflecting upon it was asserted as one component of PD. In other words, this related PD to reflection on actual performance and

allied it to lifelong learning. . This, therefore, this is a requirement for transformational professionalism – a view similar to that of Case 1.

Moreover, when the Case described his practice of teaching by comparing the past and the present, his response initiated another question to which he attributed the change between the two. In the process of looking at the PD of this Case, he was asked about what brought change in his teaching. He attributed this change and better performance to his aforementioned school model teachers, trainings opportunities he obtained and personal effort he made through reading specifically reading that emanated from critical investigation of ones performance in which one's need was identified and reflected upon. Most important of this process was self-appraisal accompanied with reflection that led to action. In describing the actual process, this Case stated it as follows:

[In] the PD, the question is [defined in terms of a teacher as a professional] what do teachers need to be competent teachers? When you sit down and ask yourself this question, you may find things that you lack. Even you may identify areas where you need improvement. So you need to sit down identify, reflect on your performance and identify your weakness, reflect on that and improve it. This is what PD means. And it is a continuous process.

This view, therefore, denoted the belief of this Case in relation to the link that exists between reflection and development that is aligned to transformational or modern professionalism. Similar to his definition of PD in which reflection was stated, a major change agent was also again indicated to be reflection. In addition, this process was described to be constant and regular action that required questioning one's performance so as to be more competent. And this led to identifying one's lack and reflecting on it so as to improve the actual performance itself.

Furthermore, in an effort to know about the professionalism of this Case through his definition of a profession and its requirements, the feedback of this Case was also in line with modern professionalism similar to his understanding of PD. This partner related profession to knowledge and extended it to its other requirements. His definition of a profession in which he related it to his own, teaching, is:

A profession for me is something that requires body of knowledge. [It is] something that has its own ethics and something that needs qualification. And it is not something that you can do without training ... when it comes to teaching

profession, it requires developing, improving your performance from time to time. [That is] the image or the perception that I have about teaching profession.

Accordingly, body of knowledge, professional ethics and qualification that resulted from training were stated as qualities that characterize a profession. The other quality that was associated to teaching was regular upgrading of one self and one's performance. In this regard, continuous development was projected as a requirement of a profession, which too, is a requirement of modern or transformational professionalism. The inclusion of these components in the definition of a profession, had revealed the important view that the Case had for modern or transformational professionalism.

Moreover, although this Case asserted about reading as his main alternative for his PD, similar to the other Cases, the mechanism he asserted his reading influenced his actual performance was also different from that of the others. He said, "I read usually and I try to implement what I read. I try out different methods and I try to equip myself, updated and most of the time I need to be at least a step ahead of my students." However, the way he explained that some of his colleagues' PD undertakings tilted towards the negative. He asserted that they don't consider their PD with the reason that forbade them to do so in the following manner:

It is unfortunate that some of our colleagues are not good at PD. And as long as they have the textbook, they simply take the textbook to the classroom and they give the textbook to the students and they seem to be discouraged. If you ask them why you are discouraged, they say well because of the environment – because of the summer rain, because of the students, students are lazy.

Accordingly, there were no PD undertakings in the department. In addition, text books were explained as obstacles to PD since the teachers were not making their own additional efforts for their classes. This, in turn, implied that one important component of modern professionalism is missing – ethics. In the follow up question of this response, this partner asserted the reason behind as:

Most of the time you see teachers they are discouraged. Even they don't know language of their profession and most of the time they go here and there and may be getting money. And we focus more on getting money than may be focusing on PD. I think we don't have time for PD. I think this is also because the students are not demanding.

Thus, lack of motivation, looking for additional income and less demanding nature of the students were stated as reasons for poor PD in the department. As a validation of this suggestion, another Case clearly asserted that he is demotivated due to different circumstances such as poor pay that made life challenging and lack of recognition of the effort of the teachers revealed the same reason for poor PD undertakings. Thus, though this seemed less related to the Case under scrutiny, it might be a likely condition to throw light on the culture of the department. Nonetheless, the link made between self evaluation, reflection and action to change practice was a view mentioned in relation to PD that was not shared by many though all are in the same profession.

4.1.3.5. Likely Evidence for Belief — Action and reflection Merged

The other instance of the belief of this Case that was in agreement with the recent learning practice was observed in different circumstances when he revealed some belief or ideas that were expressed in different contexts and at the same time that were related to his actions. One was his feedback of the self-observation tool. The following critical self-observation of his lesson is the instace:

My practice seems good though not excellent. I use recast as I have adolescents whose feeling can be simply hurt by feedback ... I need to vary my feedback types by using explicit correction, recasts, clarification requests and meta-linguistic (non verbal means). In the previous class, I tend to lecture, which I think denied learners the opportunity to participate and feel happy about the lesson.

Therefore, not only the importance of diversifying feedback strategies but also major factor that was likely to demotivate the learners, lecture, was mentioned as a weakness of the lesson. In addition, students' denial of opportunity to take part actively in the process and as a result of the deployed method was observed as a limitation in the self-appraisal process and reflected upon. This could be an indication of critical reflection that was likely to make the partner in accordance with the transformational or modern view of professionalism and the potential of the approach under investigation for PD.

The other instrument that highlighted the belief of this Case was the self-appraisal tool. The understanding he had for self-appraisal and the value required for its effective realization could

be categorized under some of the qualities of modern or transformational professionalism that could be cited as instances. Stating the importance of self-observation and reflection and caution that need to be taken in this process so as to avoid or minimize wrong self perception, the Case asserted:

Self-observation is an important tool for collecting data on one's teaching performance. Its role seems to stop here. But a good educator critically reflect on the data for better performance in the future. The educator must be honest to be self critical, the quality lacking in our culture because we prefer self glorification. We tend to attend to our strengths ignoring our weakness.

Thus, it could be concluded that the reflection of the self-appraisal of the lesson that was expressed as 'less effective' and in which he characterized his class as teacher dominated due to his lecture was the effect of this belief. This, too, is critical reflection – a requirement of modern or transformational professionalism. The critical scrutiny of this Case into the class of his peer that was accompanied with reflection during peer feedback was also an evidence of this quality.

On top of this, the positive attitude this Case revealed towards learning from one another in which openness was observed was the other quality that aligned his view with modern or transformational professionalism. He said, "I am going to see your [His peer's] class. And when I see your class it is to learn from you. It is not to evaluate your class." The same view was reflected on the post observation discussion when he obtained his peer feedback. He commented, "It is really interesting to have a person who is very much constructive to observe your class and give constructive comments about the way you do things. Actually all the comments that my peer gave me are constructive." Similarly, his last phrases of the process were, "So hadn't I had [mentioned the name of his peer] in my class, I couldn't have had this privilege." Accordingly, these instances indicated that this Case believes that knowledge is constructed and developed through interaction with others. This belief, too, was aligned with constructivism and his understanding of his profession to that of the new professionalism.

In addition, this Case, who stated that he had already practiced and deduced that "Offering models reduces creativity", was confident enough to ask for clarification on uncertainties and also open-minded to obtain a lesson if it were likely to avert his decision. He asked, "There are

different ways of developing a paragraph which is expository. And I wonder why you have selected using a model paragraph to help your students understand how expository paragraph could be developed.” In spite of this curiosity to know, the post observation discussion of the peers had indicated that the approach of giving a model to develop a paragraph would have been more effective if it were treated in a different way. It could even be assumed that the final decision of the observed teacher to treat the lesson in a different way if he were to teach it again and the recommended procedure to follow was facilitated, if not initiated, by this question. Thus, not only the desire but also the commitment to influence and be influenced by a peer is a quality of transformational or modern professionalism required to be developed.

Furthermore, the feedback that this Case had offered indicated that his belief towards sharing knowledge and experience, too, was in line with this professionalism. Despite the complaints of his peer about time constraints, some of the alternatives proposed by this Case that could have been exploited as a coping strategy were indicators of his belief and value for critical observation and reflection in the process of learning. Some of these were limiting the number of models and using handouts. The other, lack of provision of thinking time for the students after asking them questions, the lesson the observed teacher educator obtained and reflected upon in the self-appraisal process of the self-observation, was also the indicator of this quality.

In an effort made to explore the degree of importance given to PD, the Case was also asked to recommend three to five things that could be priority for teacher educators so as to influence their classroom performance. In this regard the Case addressed policy issues. He related some of the issues to the existing quality of the education, the importance of need-based PD, and the points related to the morale of the teachers and called for comprehensive research. Few of his assertions are as follows:

The quality of education is deteriorating in our country. And you can't fix this problem by only fixing one aspect of teachers' PD because this deteriorating quality of education can influence teachers' performance in the classroom ... the university has to plan teachers' PD program that is based on the needs of the teachers' themselves. And the other thing is something that may come from within. So you need to work hard on developing teacher's morale and then integrity of the profession. And the concern, for instance, the teachers have for their students ... And the university should actually carry out some kind of research.

Accordingly, his suggestions about the importance of conducting research on why teachers lose morale of considering PD seriously indicated the concern he had for the development of the profession. In addition, his focus on internal motivation, ‘something that comes from within’, revealed that PD is basically relying on intrinsic motivation. Thus, the strong tie that was observed between his action and reflection could be attributed to belief and could also be an evidence for the power of belief governing the entire action.

4.1.3.6. Shift of Focus to Research and Yet I like Teaching

In an endeavor of the researcher to see the link between the attitude of the Case and his profession and thereby relate it to his belief, this Case, who decided to make a ‘shift of focus’, stated that he likes the profession though he decided to shift from teaching to research which he stated is a form of PD . He points out:

I like the whole profession. I like teaching as a whole. And I know that teaching involves learning. I like this part of my profession. And I like helping students. I like advising students. It is interesting. And I guess all aspects of my profession. I don't have any aspect of my profession that I hate. Well, I like teaching. And I remain in teaching.

In spite of this, this partner expressed that he had joined another department for his further study – PhD - with an intention of shifting his focus from teaching to research. He stated that his motivation for this shift was personal; i.e., the intention to help the disadvantaged social groups whose problems were hardly attempted to be tackled. Thus, the view of this partner was that there would be a move from English language teaching to another field of study though the entire process would not be deviating from the profession of teaching. He asserted this as follows:

Well obviously, when teachers get old, they go to area of research. They choose to carry out research. And this is obviously the case with me. So I guess the experience that I have had so far, can help me to carry out research. I have observed a lot of problems. I guess this is the right time to sit down and think about those problems – carry out research ... And also in the field that I am studying I guess I can carry out a lot or research. And so I have the desire to focus more on carrying out research than teaching though this is also teaching. I still like teaching.

But I think that I shift from one aspect of teaching to the other – a kind of research and teaching.

Accordingly, personal motivation and the research potential in another field of study were the factors that diverted his attention. However, this researcher felt that this Case had marked a distinction between teaching and research in spite of his last phrase — from one form of teaching to another. Instead of considering the research in the process of teaching, the Case seemed to divide them into two groups though the margin was not loudly projected. The research was expressed as ‘sit and do’. Thus it was felt to be knowledge creation role of research. In addition, since teaching is less rewarding according to the tradition of the universities, it would be likely to anticipate that more and more teachers would be attracted to other areas. In other words, it was no wonder since the following is the belief:

For understandable reason, an imbalance between these facets [teaching and research] has developed across the Western world with the result that the greater part of academic life — its reward structure, values and self understanding — is dedicated to research. It is clear that teaching still forms part of the adjunct of research enterprise or, worst still, marginalized as research and teaching are pulled apart, fragmenting universities (Nicholis, 2001: V).

Thus, looking at this general situation, the shift of focus would be likely also for others in the future. But this was felt to be averted if there is a desire to upgrade teaching and motivate teachers by rewarding teaching as a means of promotion.

To sum up, in spite of the rule dominated traditional language classes this Case was through, a lot of activities of this Case indicated that the students were offered chances to manage their own learning. A lot of teacher’s questions and student’s responses characterized this Case’s lessons in spite of his reflection on the self-observation – “It was lecture”. Better student-teacher interactions were also observed. On top of this, the belief of the Case in relation to addressing the need of the learners and the mechanism he used to realize his own learning were aligned to the constructivist learning theory. In addition, the critical nature of his reflection and his positive attitude towards comments of the peer were also indicators of his belief. In line with this is that the belief of this teacher was in accordance with his words – helping the students learn by creating conducive environment for their learning which is a backbone of

constructivist learning theory. Thus, it could be generalized that his belief that governs his teachings is the recent learning theory in which modern professionalism was reflected. Thus, this Case could be an instance for the existence of potential for change in the department to break isolation or individualism and develop transformational professionalism.

4.1.4. Case 4

This Case, who attended his BA and M.A. programs in one of the local universities, had also long experience of teaching English at different levels after he graduated with his diploma. His first qualification in English language teaching and the second, TEFL, made his level and standard appropriate for his present responsibility. As observed in this study, this Case had his peculiar features in spite of his similarity with the others of this study in many aspects. The following sub-topic presents the details:

4.1.4.1. Language learning Background: The Nucleus Old under the Coat of the New

In an endeavor made to investigate the language learning experience of this Case at different levels, the finding tilted towards a traditional way of learning that strongly affected his belief thereby his performance to the extent of longing for the past. Concerning his school learning experience which he explained as ‘very good’ like Case 2, was grammar dominated. When explaining this experience, he said that they were taught grammar and vocabulary most of the time and that much attention was not paid to skills. And he commented, “Actually the grammar and the vocabulary were really good. I appreciate that.” Like the other Cases, he had attended classes of influential English language teacher who affected his life. He described this teacher as follows:

I remember my Grade 11 teacher, for example, he was really a very enthusiastic sort of person. He seemed to be very much interested in teaching English. His pronunciation was also good. So when he came to class, he was very much motivated. And he showed us how we were going to go about learning English in fact at that level. So we were very much interested ... and in fact it was he who made me for the first time to think that I should be a language teacher myself.

In addition, when asked to explain about the qualities of this person that he appreciated, he mentioned his punctuality for class and his respect for his students as instances that shine out. Thus, since these qualities are important for a language teacher, this Case had the opportunity to benefit from it. Moreover, this partner also admired the teaching methodology deployed by that teacher. This methodology was described:

But [in] those times when he was teaching us ... he focused more on the input... he gave us structured input. So really we were very much attracted to him. And that input because it was comprehensive, it was very elaborate. We were really very happy. We were satisfied actually with his teaching. That is why I appreciated him there... A teacher came to class with all things necessary for learning and we were there with interest to learn. And we learnt well actually as a result of this.

Accordingly, this Case was very happy with the comprehensive and structured input from which he learned well. Though these qualities were important, the communicative use of language and relating lessons to contexts were not projected. In addition, though the concept of offering comprehensive input was not controversial in the process of teaching a foreign language, looking at its meaning from the context of its utilization was important [See Details in 4.1. 4.3.]. Thus curiosity was also intensified from the term ‘we learned a lot’ which was thought to be less achievable in the situation that seemed to deviate from the communicative language learning approach which is relatively modern theory, is described as follows:

Obviously it was teacher centered. The methodology was and when I look back on it now, I don’t say it was really good methodology. But in those days a teacher with knowledge, a teacher who could explain things clearly to his or her students, was really very much appreciated ... It was teacher controlled, actually... But then it was highly teacher centered.

Accordingly, the Case claimed that he learned a lot in teacher-centered classes. This was contrary to the relatively recent learning theory when it is viewed with the knowledge of the present time particularly from the perspective of constructivism and cognitive psychology — the learning theory that he claimed had influenced his teaching because of his readings on it. However, the description of the context, the method deployed and the meaning of ‘we learnt well’ provoked the researcher to scrutinize more in to the issue and to identify whether there was a gap between the rhetoric and the practice. The investigation, however, equated comprehensive input to lecture that did not involve the learners in the learning process. [See the details in 4.1.4.3.].

Furthermore, the response the partner offered about what he learned from this teacher and that he asserted to practice till then reinforced the importance of more investigation into the issue. This response is reflected as follows:

What I learnt from this teacher and made my own practice ... is punctuality I am very punctual for class or to class. I am very much interested in teaching. Also *I think of what kind of input actually I should give to my students before I let them to do different kinds of activities unless of course I am dictated by the material that I am supposed to use in my teaching.* [My emphasis]

Thus, although some of the aforementioned influences of the teacher were such as ‘giving clear explanations’ and ‘punctuality’ were important qualities of a teacher, the emphasized sentence provoked a query that needed more scrutiny in relation to the actual classroom teaching of this partner. The detail was shown with the analysis of the other instruments of this study that will be presented in this sub section later [See Details in 4.1.4.3. and 4.1.4.4.], With regard to the influence of the teacher, nevertheless, the Case claimed that he learned a lot from the traditional way of teaching that aspired to teach language through rules and lecture. Though this could be claimed the other way round from the basic belief of the research, finding evidence for it was difficult.

Furthermore, unlike his school learning experience, “we learned well”, this Case was not satisfied with his undergraduate experience in which he took different skills and methodology courses. However, his reasons of dissatisfaction indicated basic and philosophical difference from his school learning experience which he stated was satisfactory; i.e.; lessons in which he learned about the rule of the language. This Case complained that all the skill courses he took in his undergraduate program were less effective. His writing skills courses, for instance, were explained as follows:

What they [instructors who offered the courses] used to do was, they came to class with exercises and *without giving us lectures how to write* [my emphasis] actually what to do in order to produce a text. They require us to engage in different activities. [In doing] *these activities we totally relied on our own experience or our own knowledge* [my emphasis] and so on. So I should say, my experiences in writing classes were not really that good when I compare to what I do in my writing classes today. So I should say they were not good really actually in teaching of the skills.”

Accordingly, lecture should have preceded activity. Relying on the background knowledge totally also seemed less appreciated. Similarly, this partner was not satisfied concerning his performance in the other skill areas. For instance, his speaking skills classes, which he slightly appreciated because the materials were developed by native speakers, were expressed as follows:

They [the speaking tasks] were to some extent good because we have the opportunity to learn from materials developed by native speakers. But one problem that was in relation to this was that we were made to spend most of our time listening to speakers ... and we were made to repeat certain phrases, expressions and so on ... So I would say it was not really that good.

Neither was this partner satisfied in his classes of the other two major skills: listening and reading. The following was expressed in relation to these skills:

There were no courses at all actually in listening ... We just didn't take any course. In regard to reading, there was no reading course as such actually. We were made to read literary texts ... And respond to those texts. In that way actually we learned reading. Otherwise there was no reading course ... intended to help us develop reading skills.

Hence, in the reading skills courses, the tasks of 'read and act accordingly' in which some theories of reading were not given as input to guide the activities were not perceived as effective method of teaching reading skills. Thus, it was felt that a course was not considered as a course unless there is a lecture. Instead of constructing theory from practice and getting meaning from it, he felt that there has to be some theoretical framework that guides the reading. The Case believed that theory should have preceded practice. This, therefore, seemed to be the view of proponents of the Applied Science model which tries to impose an application of a concept accepted in certain context in all circumstances disregarding the unique situation. It could also be perceived that when new method is presented on the mental set up of the old without averting the old belief, success in changing practice is less likely to be achieved. In other words, the new is translated in the eyes of the old.

Moreover, in regard to the other courses of his undergraduate program, while one of the former Cases was not very much happy with the pedagogic courses, this partner enjoyed them in spite of his complaint of 'we were left to ourselves' for the methodology. The following were his words:

When I come to subject area courses, we took two courses, our subject area methodology. These courses were really good because the materials were well designed. We had actually plenty of time to discuss various issues. So in language teaching methodology, my experience in this regard was really good *although again we were left very much to ourselves by instructors [my emphasis]*. When I come to the pedagogy courses, we took courses in curriculum and other pedagogy courses, psychology and so on. They were to some extent good. I was happy actually about them because *a teacher came to class with specific information* and this and other things. *We study that information and come for exam, sit for exams*, and so on. So in *this relation really it was good*. I can say. [My emphasis].

Accordingly, it seemed that independent learning was less favored at the stage where it was highly needed — tertiary level.

In spite of the satisfaction, this Case was asked to explain what he meant by ‘we were left very much to ourselves’. His reply is the following:

We didn’t get much help from our teachers. Lessons were not really well structured. Teachers didn’t care much about how the teaching-learning process went on. ... They could have done much better like for example by coming to class with specific material, structured lesson, so on.

Accordingly, though scaffolding was important, overdependence or relying on the teacher heavily was anticipated. In addition, though structuring a lesson was valuable, acknowledging learning that could take place spontaneously was not perceived equally valuable. However, considering only the structured lessons that teachers bring to the teaching learning situation and specific material that was expected to accompany these lessons as the sole means of learning was also likely to deny the other possibilities of learning. In other words, this view was likely to imply that the teacher is the source of knowledge and that knowledge is exported from some other source rather than constructing it in the process of interaction.

In addition, learning was perceived as it were basically for exams. The teachers of pedagogy came to class with specific information the students were expected to know. And the students read that information, ‘may be the structured input’ which was equated to lecture in this study, and answered questions for exams. Thus, this was considered as “really good.” The truth, however, was perceived to be different. Day (1999) describes, “Learning is more than working for examination. If we want all students actually learn in the way that new standards suggest and today’s complex society demands, we will need to develop teaching that goes far beyond

dispensing information, giving a test and giving a grade” (Day, 1999: 70). Thus, in spite of some ideas that were perceived as a coat of modern learning theory, the basic philosophical foundation and the governing principle of this Case that could be explained as a nucleus of his belief was the traditional learning principles in which the teaching learning process was dominated than facilitated.

4.1.4.2. A Teacher and Teaching — Contradiction of Meaning or Imitation of Action

In the attempt to look for a link between belief and practice of this Case, the definition this Case offered for a teacher indicated diverse expectations of a teacher by labeling him/her as a person who played different roles in addition to his/her having thorough knowledge of the subject he/she teaches. He pointed out:

A teacher to me must be a person who has a thorough knowledge of a subject he teaches ... Secondly, say he must be a democrat. That is to say he must try to understand his students’ point of view ... must be punctual ... He has to set a good model by being punctual, by being kind, by being industrious... a teacher should be actually considerate kind enough to listen to , and, to help his students outside the class.

Thus, in addition to his or her qualities of possessing ‘thorough knowledge of the subject he/she teaches’, he/she has to be a ‘democratic’ and a model. However, one of the important components, knowledge about methodology, was not mentioned. In this regard, in spite of learning a lot about pedagogy and the appreciation of its learning, its importance of methodology was not referred to in spite of its pivotal role in facilitating effective learning. However, another important point that worth consideration emphasized by this Case was the ‘altruistic aspect of the profession’, ‘service and concern for the client’, or ‘its ethical aspect’ which is a basic requirement for humanistic teaching/learning environment.

Furthermore, although this partner emphasized the potential of the teacher to influence his /her students in different ways, his belief of character formation was through imitation. He asserted the influential role of the teacher, when explaining his idea of “a teacher has to be a model”:

a teacher influences his students in many ways... a teacher must be punctual ...[I]f he expects his students *to develop that habit of punctuality*. [My emphasis] ... kind ... knowledgeable ... thorough knowledge of the subject he teaches so that students appreciate the importance of

thoroughness. A teacher must be open, democratic, *so that students appreciate this and they try to imitate him.* [My emphasis]. Remember teachers influence a lot ... He must try hard to practice them so that he can set a good model of his students.

Accordingly, learning is habit formation through imitation. The teacher practices so that students imitate him and develop the required personality. This is the view of the behaviorist psychology that could also be linked into the Applied Science model or the positivists. By implication, therefore, the teacher should be a model whom the students imitate to develop the required personality. However, this aforementioned explanation of the partner gave exclusive role to the teacher in the teaching learning process by neglecting the creative role of learners.

Furthermore, the similarity that existed between the previous and the present perception of a teacher by this Case indicated not only about his past belief but also the possibility of the continuation of this belief to the present. “My perception of a teacher, a good language teacher then was a person, a teacher who has a good mastery of structure, good at words and pronunciation,” said this case when explaining the qualities of a language teacher he appreciated. Thus, this focused on the rule, or the form of the language with little attention to the use. The other qualities of his previous teacher whom he considered as a model were that he gave them “structured input ... it [the input] was comprehensive ... it [the input] was very elaborate.” Here, too, the structured input seemed to imply the rule according to the investigation of the term in this study.

Thus, a teacher is a person who knows about the language. In addition, the old belief that existed in the school language experience continued to the present and influenced the current teaching of the Case. As a result, the class became the reflection of the belief of the past that differed from the required practice of interactive language teaching. [See the Details in 4.1.4.3.] Consequently, the teacher is perceived as a source and provider of knowledge that he/she has mastered.

Teaching, on the other hand, was described contrary to this old understanding of ‘a teacher’. When defining teaching, Case 4 said, “Teaching is an activity that involves both teachers and

students particularly in classroom situation. Teaching must begin with the teacher setting the stage for learning. And then the teacher needs to see what he or she must do in order to bring about effective learning.” Unlike his previous ideas and his actual classroom performance [See details in 4.1.4.3.], the role of the teacher as a facilitator seemed to be implied here. He also said, “Teaching is a transaction between the teacher and the students. Unless these parties are interested in carrying the transaction [they don’t succeed]. I don’t think they achieve [their goal]” Accordingly, the teacher facilitating and the students constructing their meaning in the process of learning was expressed as a mutual process. This definition of teacher as a facilitator, therefore, in spite of the above descriptions of the past preference and the present performance, was in line with the recent conventionally acceptable learning theory.

However, the other part of the definition that was given when the partner was asked to explain what he meant when he said ‘setting the stage for learning’ made this definition dubious and forced the researcher to advance his scrutiny into the issue. Thus attempt was made to link this definition not only to this teacher educator’s belief but also carry out some assessment between his theory and practice. His response, “Setting the stage for learning, remember he is the teacher who plans actually how classroom time must be used. And he has to divide the lesson into stages. And things like when to give introduction, when to give specific input, when to set students to work, and when to do things in general in the classroom”, revealed the dominating role of the teacher contrary to the aforementioned view – ‘transaction’. Besides, these learning procedures described the kind of learning which was guided by the entire activity of the teacher and which did not recognize the sudden and unplanned learning that may appear as a result of unique character of each learner and classroom context.

In this regard, the observations of the recorded lessons that were made by this researcher also witnessed a teaching-learning process in which the students were given less opportunity to construct knowledge from the process. Rather, the teacher was giving knowledge. Therefore, in spite of the contradiction observed between the definition of ‘a teacher’ and the explanation given to ‘teaching’, it was concluded that the belief of this Partner tilted towards the knowledge transmission view and this, as it is natural in such a belief, affected his teaching learning process.

4.1.4.3. ‘Comprehensive Input’ or Lecture

In the course of the study of this Case, the other repeatedly used term in an ambiguous way that called the attention of the researcher was ‘comprehensive input’. Though the concept of comprehensive input and thinking about it in language teaching and learning process was not wrong, the interpretation and utilization of this concept by this partner was found to be different from its real use. Thus, when the partner was asked to describe what an ‘input’ is, he asserted:

I think the importance of input is under estimated. In my opinion *unless there is comprehensive input, enough input for the students, learning will not be meaningful* [my emphasis]. The reason is, it is this input actually that sets students thinking. When I say thinking, when the teacher presents with a certain input, students begin to direct their attention to that input and think about it, try to relate it to what they already know in relation to that topic and see how that input is structured, how ideas flow, how ideas develop. And it is only when they have that that they can make themselves ready for the various activities they are expected to carry out later on. So in my opinion input is really very important. So a teacher has to think of what kind of input [and] in what way ... he should *give them*. [My emphasis].

Thus, ‘input’ was something that made learning meaningful. More strong issue is “it sets students thinking”; in other words, it was indicated that what the teacher gave, ignited thinking. The input also helped the students direct their attention towards the input itself. In this regard, instead of their background knowledge enabling the learners to understand the input, the input was imposed to interpret the input itself and then facilitated the understanding of its organization and flow of its ideas. Furthermore, the students will not be ready for ‘various activities’ unless they are given the input according to this explanation. Though input or comprehensive input is valuable for a language teacher, the way it was expressed in this context ignores the other important learning components. Thus, instead of exposing the students to different activities and facilitating their theory construction from their practice, this idea invites theory to guide practice and influence the context. However, this had led to further investigation of the concept through critical investigation of his actual teaching.

In the effort to understand about this ‘input’ and how it was perceived and functioned so as to link it to the PD of this Case, he was also made to reflect on his present and past teaching experiences. Accordingly, this Case described his present teaching, which he claimed was different from his past teaching as a result of his undergoing change, was expressed as follows:

Actually, well, I learnt quite a lot now. Quite a lot, you know. I used to think in the past that in the classroom the teacher’s responsibility is to teach subject only. And a teacher should do most of the talking ... but not now actually. Now I think of dividing the lesson into phases, as I said. First, there has to be input; meaningful complete input. And then students need to take time to engage themselves in activities; in other words, *they apply input in their own activities*. And see how the input can help them doing the activities. They appreciate the ... And then after they engaged in these activities, that I move on asking them, ask them do assignments outside of a class and so on. Now I have structured understanding of teaching and learning process ... And now I think that I am far better than I was before [My emphasis].

However, though change is inevitable and we are living in a dynamic world, the given partner’s description of his present teaching indicated that his class is entirely dominated by him and the responsibility of the learners in taking care of their learning is less. Concerning the root cause for this belief, this partner attributed it to his own reading of cognitive psychology and said, “It [cognitive psychology] emphasizes ... the importance of dividing the lesson, the lessons into phases in order to achieve good outcome. So I employ this. I believe that this must be how students must be taught.” Thus, he believes presenting structured lesson through structured way of presentation. Though this is one form of learning, it minimizes the role of context in the learning environment and the opportunity of unplanned learning. In short it overrides the constructivist learning principles that Scholnik, Kol and Abarbanel (2006) indicated what learning under constructivism is:

knowledge under constructivism is not seen as a commodity to be transferred from expert to learner, but rather as a construct to be pieced together through an active process of involvement and interaction with the environment ... Learners would use available building blocks to construct knowledge that is viable and and meaningful for them in an ongoing process of construction, evaluation, and modification of constructs Von Glasersfeld (1983). (Scholnik, Kol and Abarbanel. 2006: 12 -13).

Accordingly, the view of this Case seemed to tilt towards to the behaviourist theory of learning in spite of his definition of learning as transaction. Moreover, a teacher, too, is perceived by the Case as a person who is playing a dominant role in guiding, enlightening and showing the way to the learners through his input. Thus, taking into consideration all the

explained role of the teacher that paid less attention to students' self learning, the claimed change could be evolutionary but not revolutionary.

In addition, although this Case said that his past language learning experience was “teacher controlled actually,” his present practice didn't deviate much from what he stated as his past experience. Rather it led to the conclusion that this past experience was so powerful that it affected the present belief that guided all the activities of this teacher educator. The transcription of the two lessons recorded for self-appraisal — one on grammar and the other “Teacher Made Tests” — which were also similar in nature to classes recorded for peer observation, which are presented in this sub section made this claim clear. This Case said, in his previous school years, “A teacher came to class with all things necessary for learning and we were there to learn with interest. And we learned well actually as a result of this.” To the contrary, he also expressed that he didn't like the methodology. Thus, all the transcription of his lessons indicated the gap between the rhetoric and the reality since they were really teacher dominated.

In the following class account, the self-observation tool designed for this task focused on the area that this Case selected for his own PD —“Language of Questioning”. To this end the description of his lesson is as follows:

First, he stated that they would be selective in doing some of the tasks due to time constraints and gave class work from the manual. Initially he gave them five minutes and immediately made it for eight minutes. While clarifying the instruction from the text, he asked the students to state what the aim of the exercise was – whether the activities are controlled or guided and if they are contextualized or not. Things to be taken into account while evaluating the tasks were also given. The students were doing the task while the teacher was walking in the free space in front of the students. After eight minutes, the teacher called for their attention and started doing the task with the students. The lesson was transcribed as follows:

T: The questions are from the book. Let's answer them. 1. Is it to Reinforce or to teach grammar?

S: To reinforce grammar

T: If you say so, what grammar point?

S: The going to structure

T: Yes, the going to structure. [He then explained that all the sentences Use this structure]. Then asked, “Is it controlled or guided exercise?

S: Controlled
T: Controlled, ya. Controlled. [And explained that it is controlled and why it is controlled and asserted that it was not guided.] Again T. said, “One major question, is it contextualized?”
S: It is contextualized.
T: Ya, it is contextualized. [And immediately asked,] “Do you think the Students will find it interesting?”
S: [Silence] [After nearly no time the teacher answered]
T: Yes. Yes, they will find it interesting. [He also gave reason why the Students were likely to like it by relating it to the ‘going to’ structure That they were made to see beforehand or before they practiced.]
[Then immediately asked] Which grade level?
S: [Silence]
T: Perhaps Grade 9 and 10. [Then asked] What is the aim of the structure?
S: To reinforce grammar
T: Why did you say this?
S: [Answered but it was inaudible]
T: [Accepted the answer and explained] The major aim is to reinforce grammar. To develop accuracy. [More explanation was given]

Accordingly, it could be observed that the role of the students was very limited. Except single phrase answers that they provided, all explanations were given by the teacher educator. In addition, the students were not made to revise the previous. Nor was their background knowledge explored. The same was true when this Case taught ‘Teacher Made Tests’ which covered a double class lesson of the day and a topic about which the learners had a lot of experience through their learning at different levels and their observations in schools through their practicum courses. In this instance, the Case wrote the topic and sub-topics in a form of outline on the board and delivered his lecture. However, Fullan and Hargreaves pin point the following in relation to the value of background:

The knowledge culled from prior experience in school is there as a potential source to be drawn upon by all who face the demands of teaching ... it provides a set of norms for the would be teacher , a veritable scrapbook of memories about how teachers in the past have acted and, how one might oneself act in a similar situation.” Fullan and Hargreaves (1992: 17 - 18).

Thus, his recorded and observed previous lessons that led the students directly to the tasks can be an instance in which their background knowledge of these would-be teachers that had strong potential to influence their belief or understanding was not exploited. In other words, the humanistic learning in which lessons were related to the knowledge and interest of learners

was not realized. Rather, it was the applied science model that was similar to the other instances by imposing pre-determined objectives on the learners..

To substantiate this information, the second lesson recorded for self-observation and reflection throws light on his understanding of the concept of ‘comprehensive input’ as well as his value for background knowledge. The transcription of his second lesson recorded for self-observation is as follows:

Unit 5. Tests [Written on board.]

T: One activity of a teacher is setting tests. Can you tell

Some problems you were encountering when you were in high schools?

Anyone who remembers?

S: [No response]

T: No. Right. Research showed that teacher made tests have problems.

These are problems of coverage – we call it comprehensibility. That is

Tests do not take referenced materials ... They also have problems of construction. I am not sure whether this is rampant problem or not ...

The third problem is they say that they have problems of composition

Of items ... These are some of the problems.

Now, not to repeat this mistake we have to learn about testing. Let’s divide our topic into four major areas. These are: [on the board]

i) Kinds of tests ii) Qualities of tests iii) contents of tests iv) kinds of test items.

[T continued] i) Kinds of tests – These are two types: Progress and achievement.

[Explanation was given with short notes on the board] ... Now, let me go to the next point – i.e., qualities of tests.

A) ... reliable ... we include all features. [Then on the 19th minute T asked the second question, next to the first question asked in the 1st minute]

As observed from the recorded lesson, there was neither a pause nor a chance given to the students so that the learners process the information and reflect on their experience. It was complete teacher talk. Thus the entire lecture accompanied by notes was given. Accordingly, the ‘comprehensive input’ that was felt to precede activities which was explained by this teacher, therefore, could be perceived as a lecture in which learners involve little or none. Nevertheless, instead of critically looking at the teaching-learning process and questioning the established practice, the lecture was equated to ‘comprehensive input’ and reflected upon as effective. Besides, students did not bring about their background knowledge to the lesson. Wallace (19991) says the following:

One of the crucial factors in the success of learning anything depends on what the learners themselves bring to the learning situation. As psychologists studying learning development have discovered, no learning takes place in vacuum; it is, rather, a matter of how a learner interacts with what is to be learned in a particular situation (1999: 3).

In addition, the peer observation and feedback session of this study also revealed same findings. The peer feedback, which this Case accepted, indicated that his lesson was lecture dominated. This also revealed the underlying belief of this Case that was in line with the view that sees the teacher as a source of knowledge and the students as mere receivers of information.

In general, although the idea of ‘comprehensive input’ was not new in language teaching and learning, the way this Case utilized the concept was perceived to be a lecture. In this process, a teacher gave a lot of information without taking into consideration or trying to exploit the students’ background knowledge. The observation this researcher made into the recorded lessons did not reveal the characteristics of ‘outstanding lecture’ — “generating and maintaining interest [and] students’ engagements (Fry, Ketteridge and Marshall, 2009). All he did was transmit knowledge from the ‘source’, himself, to the students. Thus, his past experience of lecture was perceived as an ‘input’ and still existed in that form and made his class teacher dominated and his teaching a Transmission Model.

4.1.4.4. My Own Material or ‘Theirs’?

The other area of assessment that was attempted in this study was addressing the PD through assessing the typical classroom of the Case. Concerning this, Case 4 also indicated that he used two approaches in handling his typical classroom similar to Case2. The difference for Case 4, however, relied on the material he used for teaching; that is, whether he is using his own teaching material or a material designed for the course by somebody else and proposed by the department. The following idea when he is using his own material described a lot:

In my own material [my emphasis] what I do is, I try to outline the contents of the lesson and put them on the board. And explain to my students what these points are. Although some times *when I am hard pressed against time* [my emphasis], I

cannot do all these things. For example, if there *is much material to be covered* [my emphasis], I don't actually go detail at each point, area, and item in my lesson. Sometimes I tend to be general. Otherwise, what I do is I go to class with structured input and I try to present that. If students in my class are active or are interested in learning then I set questions and ask them questions and that way I try to motivate them. That way I try to gain actually what really they are doing mentally and so on. That is what I often do.

In light of this description, two major things could be observed. While one was the role of the teacher, the other was the value of teaching materials and its perception. As it was observed in the previous second transcription, lessons were outlined on the board and explanation was offered. Although the task of the teacher and what the situation would be if the students were neither active nor interested was not described, the role of the teacher in giving knowledge by going to class with contents, and writing the contents on the board and explaining that, offering structured input and presenting that to class showed the dominating role of the teacher that hardly paid attention to the learners; i.e., unlike the humanistic view of learning. This in turn led to questioning the ethical value of learning — requirement of modern or transformational professionalism. This presentation of typical classroom also contradicted with the definition of teaching offered by this case himself — transaction. Accordingly, while the teacher educator is active provider of knowledge the learners are passive recipients.

In addition, 'when I am hard pressed against time, I can not do all these things.' was a view questioned by the researcher. This indicated that the lesson was guided and determined not by the learning process of the learners but by time. It seemed that what matters to this partner is covering the course because the depth and breadth of his lesson is determined by time. The rationale for asking questions and the situations in which questions are asked also imply doubt — Does one asks questions only if his or her students are active and interested? What should a teacher do to involve the less interested in the learning process? The need to answer these, too, necessitated investigation of the actual teaching. However, the actual teaching process did not indicate the answer as the observation of the researcher, since the classes were teacher dominated and the attitude of the learners was not assessed.

Furthermore, the typical classroom of this partner that is said to be distinct when he uses the materials designed by others and which was different from the materials of his own also raised some questions. The dubious idea is expressed as follows:

But when there is a material, a specific material that I must use in my classroom, what I do is just I do according to what is in the material, actually. Whatever tasks are there I get the students to work on the tasks, if there are questions I ask the questions, and so on. You know I depend totally on what the material requires us, both my self and students, to do.

In addition, the belief of this Case on the use of teaching-learning materials and the strategy of their implementation were contrary to the recent conventional learning theory. In this regard, his position was that a material that was designed by an external source has to be implemented by the teacher without considering the immediate need of the learners and the context in which they are applied. This firm stand of the Case is:

Well in some courses we are expected to use certain materials. For example, in my [course he offers] class, I am given with certain materials of the course. And I depend on that totally because my teaching must be similar to the teaching of others or my lesson to the lesson of other teachers. So I have to depend on that. That is why I am forced to use certain materials.

Accordingly, the specific condition of each class and matching the lesson with this unique case was given less or no attention. “It is almost a cliché that teachers must understand their students and adapt instruction to students’ needs. Yet as teacher educators, we rarely practice what we preach” (Weinstein 1989: 53). Failure to exercise this cliché, as in the instance of this Case, however, is deviating from the humanistic view of learning which tries to accommodate the interests of the learners and that emanates from the constructivist pre-supposition. In line with this explanation, the material designed for a course plays a controlling role in the process of teaching and learning. However, “textbook (or parts of it) can be seen as a choice among different, comparable possibilities and, again, be subjected to didactic [content] investigation (Goodson and Hargreaves, 1996: 84). In addition, this view of following a text book marks a distinction that deviates in the teacher education system between the old and the new views in North-West Africa. The detail is the following:

Current discourse in teacher education in Anglophone countries of North-West often makes a broad distinction between ‘teacher as technician’ [and] ‘teacher as reflective practitioner’. The technician is seen as having a restricted role, her job being to deliver the curriculum — as effectively as possible, while the reflective practitioner is expected to play a more intended role, that may include developing the curriculum to suit the context, evaluating and trying to improve her own practice and mentoring new teachers (Day and Sachs, 2004: 175).

As it could be deduced from this, therefore, rather than assisting the teacher educator, the material monopolized the context. Thus, the idea of this partner that defined learning as a ‘transaction’ was neglected. In other words, assessing the learning needs and tuning a lesson towards it, evaluating, adopting and preparing materials if the need arises were not recognized. The teacher educator was considering himself as a technician who was there to pass the designed knowledge regardless of the context unlike the reflective practitioner. This, therefore, is the view of the Applied Science model that hardly coincides with modern professionalism.

4.1.4.5. PD — Neither for Self Nor from Others

In the endeavor to know the perception of this Case on PD, the feedback obtained indicated some important components although other tenets of transformational or modern professionalism were not revealed. In relation to this, Case 4, gave his explanation in addition to his definition as follows:

PD is the progress the professional makes in his profession. That is to say, the professional has to study certain practices, his practice, and then thinks about how to do the next better. So that way the professional must be actually the profession. When I say [he/she] must be the profession, [it is] in terms of mastery of knowledge, mastery of the skill, and mastery of the method. So that way PD may be understood.

Accordingly, this case expanded his previous definition of ‘a profession’ and added methodological knowledge into it and all of them directed towards improving practice. In addition the concept of development had also been included and incorporated as a way of thinking how to do the next one in a better condition. Concerning this, though this important component of professionalism, improving practice, was incorporated, its mechanism was not

suggested. The inclusion of reflection and collegiality, however, would have aligned this definition to transformational or modern professionalism.

As a result, more investigation into the issue and relating it to professionalism initiated different assumptions. While modern professionalism demands constant change and development, this Case undertook this responsibility little in relation to his profession. Though he stated that he usually browse internet when he is out of class and also said that he reads a lot, he expressed that most of his readings were not directly related to his teachings. In addition, the other potentially strong developmental opportunity, collegial interaction, didn't exist in the department. He said that though they were working together as colleagues, they didn't 'think together'; i.e., they didn't share knowledge and experience. He stated, "It is individualism that is rampant."

Moreover, when recommending the top priorities of his work, he mentioned teaching, consulting and reading relevant materials, in fact important, but in which collegial interaction and reflection were not incorporated. Similarly, his definition for PD was narrow for it included only knowledge and skills. Thus, in spite of his using some recent innovations like internet that had the potential to disguise the true nature of the professional undertakings the Partner is undertaking being very general and non-indicative, the findings of the study revealed that the partner was out of the influence of the transformational professionalism.

Concerning assessing the relation that existed in the university and its impact on this Case, the situation was not different from that of the other, partners, Cases the study. When asked about his personal evaluation of the situation, he replied:

My personal evaluation is that university staff, the teaching staff, I don't think they take time to discuss matters that concern all of us. Whenever we meet, whenever lecturers meet, we talk about things not related to academics. So my personal observation, my personal evaluation, of this is that it is like any kind of relationship people can have outside the campus. There isn't anything special about the kind of relationship I observe here among staff members.

However, the relation of the teacher educators with the management of their department and the colleagues in the department within themselves were expressed as positive stronger than

the other relations they had in their work environment. Accordingly, all the partners had expressed that they have good work relation and participation in the decision making of the department. This Case, for instance, explained his good relationship as follows:

What makes it good is that you get along, you don't get cross actually. Nobody is cross to anybody else. That is to say smother relationship. That makes the working environment very attractive. We don't actually quarrel. We don't actually ignore one another. We give attention to each other as peers. So socially you know our relationship is really good *as teachers as far as there is no disagreement the relation is good.*

Thus, what makes the relation good was absence of disagreement. In spite of this, this partner was dissatisfied in his relation with and among his staff members in terms of sharing feelings and internal thought that he described as "Thinking together". His view of what they share and what they don't were as follows:

We set exams, we work together. When we spent time together drinking tea and so on, brake time, well, we enjoy each other's company. That is why I said the relationship we have is good. But when I said thinking together about the department, our profession and so on, I am afraid we don't have time for that. What we sometimes [do is that] we talk about a kind of students we have, a kind of teaching that is going on, and we express our dissatisfaction and so on. So that is it.

Generally, most of the partners seemed to be satisfied with the activities they were doing and the established practice. In addition, this Case also expressed that he is "very much by himself" when stating that his contact with others was restricted. However, this attitude had to be altered in order to grow professionally. Kahan and Walsh (2006) suggest the following on developing link with others:

Capacity for development more broadly is related to your ability to create links with other people, as Gustavsen (2001) argues. He points out that new ideas are often stimulated by discussion or work with others, as are strategies to overcome challenges in development work. The richer and denser your relationship with others, the greater will be the fund of ideas on which to draw (Kahan and Walsh (2006: 134).

Generally speaking, this seems to suggest the importance of breaking isolation and facilitate interaction that all the Cases need to understand.

In this process, this Case who did not express the mechanism of undertaking his PD said that he read a lot as one of his major out of campus activities. But his readings were outside his profession, teaching. Although this partner is like Case 1 by investing more of his time on reading, he is dissimilar to Case 1 because of the difference of the nature of his reading. Besides, he asserted that he was not sure how much his readings helped him. When explaining the situation, he pointed out:

Well, out of campus at home and on my way home I read. I like to read very much. So I duly spend most of my time, I should say 95% of my time, reading. I do read a lot. My reading, I don't know how much my reading helped me in my teaching or is helping me in my teaching. But I do read actually. I spend most of my time reading. [When asked why he doubted the help] I say that because most of my reading is not directly related to my teaching.

Elaborating his reason for rereading outside his profession, the Case asserted his demotivation of his work due to low pay or lack of incentive and poor performance of the students that discouraged him as root causes. He indicated that his action was a “method of preventing unrewarding business.” This partner, who clearly stated his dissatisfaction and who was not able to explain the PD he undertook, however, claimed he did his duty properly regardless of the inconveniences he encountered. He asserted this as follows:

I try to discharge my responsibility as much as I can although there is no incentive. Although nobody cares about how I teach and so on. I try my level best actually to do my job properly. But I cannot say I am doing this and that specifically in order to grow in my profession. No direction actually, no, there is no model even. There is no model to imitate. So, I do in the way I should do it. So there is this problem.

Thus, lack of incentives and absence of models to imitate were some of the problems. As noted, the link between better pay and PD had to be considered. Similarly, the link between absence of a model and PD should also be seen from the angle of general culture of the department of the workplace. In a context in which reflection and collegiality are not culture, the negative influence of this situation on the PD of the staff is believed to be significant. The desire to get a model to be ‘imitated’, too, revealed the theoretical foundation that is far from the current.

It was also stated that in HDP, which Case 4 asserted that it had no input, is ineffective because of its delivery or presentation strategy. When pointing out this, he stated “students who do not have experience are expected to structure their own learning. What the teacher comes to class

with is a certain topic. And students are made ... participants in that case. Participants are made to generate ideas on the topics, organize them, and present them to the rest of the class.” Accordingly, it seemed learning was impossible unless it began from the teacher and his input. The background knowledge of the learners was also not recognized. Hence, this elaboration, too, necessitated another investigation to the belief of the partner.

In relation to the appraisal process, Case 4, who began his response by saying “Whuuu! The evaluation... [Rising tone]”, expressed that it doesn’t work due to different reasons.

Actually most of the items on the list are not really the kind of items students can honestly give their evaluation on. The reason is for example, one of the items is, students rating the ability of the teacher. And other thing is some of the items are actually not really appropriate. It is really very difficult for students to make honest [and] appropriate evaluation of the teachers.

Accordingly, neither the items cannot elicit the right response nor the students are able to evaluate the teacher. Similar to the students’, the peer evaluation of the teachers were stated as ‘actually artificial’. He pointed out, “To me we [teachers] are expected to evaluate what doesn’t exist. Uhuuu [laughter] that the teacher is in his office sharing resources – and there aren’t resources, knowing whether the teacher is in his office during consultation hours or not is difficult for a teacher.” However, indicating that they were not totally valueless, he asserted that he used the students’ feedback as a means for improvement though their values were given in aggregate; i.e., very good, good, etc. on each item and in spite of the existence of unrealistic evaluation of these learners.

Generally, this Case did not acknowledge that he undertook his PD through one of the many options including reading. Nor his internal as well as external relations were not mentioned to play any role in relation to his PD. He said the relation in the Department was individualistic which is threatening to the development of professionalism or PD itself. Regarding this, Day (1999: 81) asserts: “In ‘individualism’, ‘balkanized’, ‘comfortably collaborative culture’, it is likely that development will be evolutionary to the point that it becomes extinct without external intervention.”

4.1.4.6. A Grain of the New in the Web of the Old — So Powerless

Although the Case indicated that the self-observation and reflection tool resulted in learning, the researcher doubted the extent to which the self-appraisal was critical. As a result scrutinizing into the video recorded lessons that were provided to the Case was important. To this end, since the account of the first lesson and the focus area, ‘Language of Questioning’, were analyzed in different context, the following questions that were asked after 19 minutes lecture of the second lesson are presented below:

T: How can we give tests/

S: [No response]

T: [Smiled] It doesn’t matter, just try?

S: [No response]

T: [Paraphrased and related it to teacher setting listening tests] Is the Question clear?

S: I don’t think it is possible because of time.

T: Ya. The difficulties. So also the number of students in the classroom. In Average there are 50 or 60 students ... the teacher may have 200 or 300 Students ... Could it really be possible for the teacher to do that? Also you may also have problem of pronunciation. Others (grammar, Vocabulary, spelling) I think it is possible. As much as possible we Include different items.

Similar to the above, the second question of this Case can also shade light on the nature of the question of the Case. It is as follows:

T: Can you give example of objective tests?

Ss: True/False, multiple choice, matching, short answers

T: In fact the completion items are between objective and subjective. They may use their own phrases ... They may not use exact words The teacher or examiner expects. And also they are not subjective.

Students do not say anything they like. Subjective items are essays

And write short answers.

The third and the last question of the lesson is the following since it also casts light on the nature of teacher questioning:

T: If you have questions, you ask. You must have. [he gave time and
Waited for questions]

Ss: [Silence]

T: Is it clear?

Ss: [No response]

T: Clear? Ya.

Accordingly, the number and nature of the questions raised in teaching-learning process indicated that the lesson was teacher dominated and that the involvement of the learners was low. In other words, the students were offered a lecture in which the teacher tried to ‘deliver’ his best. Thus, this was the reflection of the teacher’s belief which was an outcome of a lot of factors that were attempted to be studied. In this process, using a new material designed in line with the communicative view of teaching/learning does not guarantee that the class is in accordance with the requirements. “Unfortunately, it is common for teachers to find themselves teaching in the same way they always have, perhaps, utilizing some of the new materials but adapting them to fit traditional patterns (Briscoe, 1991)” (Bell and Gilbert 1996:9).

In the self-observation and reflection tool of this study, the Case was also asked if he had implemented what he had planned or thought about as a focus area that he selected for his PD. His response was, however, “No.” The Case was also inquired to reflect on what he had planned or thought about implementing in class and what he actually exercised by substantiating his answer with evidences from the recorded lesson that he appraised. He responded, “I had a plan to ask them general questions that would require them to express their thoughts. Nevertheless, I decided not to because they were not willing to react. Thus, instead of asking my questions, I did the talking.” The issue of changing one’s mind because the students did not respond or they were not interested, however, was questionable since it leads to

neglecting the lesson of the day rather than looking for a better option. Besides, some writers agree that the failure of the student is also that of the teacher. Thus they recommend:

An artful teacher sees a child's difficulty in learning to read not as a deficit in the child but as a deficit in his own instruction. So he must find a way of explaining what is bothering the pupil. He must do a piece of experimental research, then and there, in the classroom. And because the child's difficulties may be unique, the teacher cannot assume his repertoire of explanations will suffice, even though they are 'at the tongue's end'. He must be ready to invent new methods and must 'endeavor' to develop in himself the ability of discovering them (Harrison, Reeve and Hanson, 2002: 58).

On top of this, the researcher's observation of the recorded lesson did not witness this claim that was made — 'They were not willing to act'. To justify this point with evidence, the transcription of the recorded lesson had indicated that the Case started by writing the title on the board and continued his lecture after attempting one question that was asked in the first minute of the lesson. Thus, the observation to the lesson did not witness unwillingness of the students. Rather, they were not provided opportunities since nearly the entire class time was dominated by lecture.

In addition, although this Case responded "No" for whether or not he had attained his objectives, he had stated his 'justification' as reasons for his failure. The factors he stated were "The nature of the topic: it was more suitable to lecture on than to present in the form of question and answer and the students' lack of interest to take active part in the lesson." With regard to this, the preference of using lecture method to other methods in order to present a lesson on testing to graduating class students who were believed to have a lot of information on testing in their past and/or present academic life was hard to believe for this researcher. This, therefore, made the researcher question not only the extent to which the self-appraisal was critical but also the commitment to learn from the self-observation. This could be related to the belief about teacher of this Case — a teacher as a provider of knowledge — and as a result hardly scrutinize one's own action.

In spite of exhibited benefit of the peer appraisal process to realize PD in the course of this study, however, the potential elements of resistance in the process should be acknowledged. Since change cannot be immediate and smooth that takes place without any challenge, one

likely obstacle could be established practice. Change demands frequent exercise of and exposure to new ideas. In regard to its process and the change that takes place, these writers state:

Change toward a teaching practice based on a constructivist view of intellectual development generates substantial dissonance with most teachers' prior ideas about teaching which teachers must work through to extend their knowledge and teaching skills. Reinventing one's practice from within a new epistemology requires much classroom experimentation and the opportunity to share and discuss classroom events with other people — researchers, teacher educators, or other teachers (1996:9).

Besides, the claim made as a lesson obtained from the self-observation of the first lesson and as a result the changes made on the second lesson was also difficult to witness. As feedback of the self-appraisal of the first lesson, this Case stated, "I have come to realize that question should always come form part of the lesson and that [it] should be carefully set so that they help to achieve maximum learning," – was not observed in the second lesson. In addition, the stated improvement, " I asked questions which gave students the opportunity to exercise judgment although they failed to make use of the opportunity. For instance, they were asked what they would say in relation to teacher made tests in high school," was the only and also the first question as a means to exploit background. Thus, the claim of improvement after the self-observation and appraisal of both lessons made during self-observation was dubious currently though its possibility to germinate later would not be disregarded.

In this regard, too, though the students did not react to the question when the teacher asked, they were not given another opportunity by rephrasing or elaborating the question. Nor were they asked another but relevant question. Rather, the teacher continued lecturing about findings of research on teacher made tests. This lecture continued for 19 minutes without learners taking part actively in the process of interaction. Thus, it was felt that it was less convincing to say the students failed to use the opportunity in the context in which they were not given time adequately. It was also equally impossible to say the Case had implemented the lesson he obtained from the first self-observation even if learning had taken place in the way he expressed it. Thus, it should be perceived that change is not an immediate process. West-Burnham (1998:92) referred to Wragg et al. (1990) and say, "Changing practices and habits for the better is not easily achieved when they have been laid down firmly and repetitively over

many years. Even the very best teachers can still improve what they do, yet it is far easier not to change than to change, (1992: 92).

Reflection on experience could also be hindered due to several reasons. Some of them are not to be in touch with one's own assumptions and with what one is able to do; past negative experiences; expectations of others; society, peer group, figures of authority, family; threats to the self, one's world view or to ways of behaving; and established pattern of thought and behavior; and fear of failure are among many (Bound and Walker, 1993:79). Thus, among all these factors, therefore, the researcher assumed the established practice as a cause in regard to this Case since it is related to language teaching/learning background of the Case. The frequent appearance of diversified forms of the same belief, the view that deviates from the current views and practices withhold reflection and thereby development. This web of the old had absorbed the new there by making it less functional.

4.1.4.7. "I'm Demotivated!"

In regard to the investigation of the attitude of the Case towards his profession, unlike the others, this Case expressed a characteristic that was distinct - that he is highly demotivated in his duty. When responding to the follow-up question that was raised in relation to his dissatisfaction, this Case revealed this feeling, stating:

Well, I am not well satisfied because here you're paid a salary which is hardly enough to squeeze you through out the month. Uhhhh [laughter]. Well, I have to be honest here. Well, how much [do] we earn? What standard of living is [it] now? When I think all those things, I sometimes think that Why not I teach else where in addition to my teaching here? But, you know, because of many factors, for me many reasons, I didn't actually try that before. But still there is this problem.

Thus, inadequate payment was raised as a factor that demotivated this Case. In addition, when this Case was requested to recommend some actions that were likely to change the actual classroom performance of teacher educators, he suggested commitment to the profession. The mechanism to attain this commitment, however, was indicated to be 'paying here well'.

However, possible recommendation for way out was also recommended by this Case. When he was inquired, he replied:

First and for most anybody who teaches here, in the classroom, must commit himself, or must be made to commit himself to the profession. [How we can achieve this?] We can achieve this by paying here well – by expecting him to produce actually materials; and by giving him training – giving extra training on teaching. Also workshops should be organized – workshop that will allow teachers to exchange actually their views on various matters.

Concerning the recommended workshop, the Case had suggested possible area of interest when asked to do so. He said, “Matters like their experiences in their classroom teaching, individual experiences like practices related to students, experiences related to exams, and so on.” Thus, classroom was mentioned to be the target though it seemed to be through exchanging of views. In relation to changing the actual classroom performance, he stated:

[If the teacher is committed] development is not a big deal. If he is committed to his profession, he thinks of other ways of making progress actually in mastering the content of his lesson. The other thing is he reads actually journals of different kinds on teaching various aspects of various lessons ... the whole thing actually revolves around commitment. If he is committed it is possible to bring about development. Before commitment there has to be you know someone who really recognizes the effort the teacher makes.

Accordingly, one of the recommendations to enhance commitment and reduce or avoid demotivation was better payment through engaging the teacher in material production. The others, offering extra training and organizing workshops, were also suggested as additional means of boosting commitment. In his regard, whatever the cause is, however, affects the students. Fisher and Swindells (1998) who wrote “Developmental Priorities of Ethiopian Higher Education Teachers” asserts “The students are the victims of some of the unhappy teachers.” In the process of this scrutiny, it was also suggested that this commitment would realize PD through “Reading journals of different kinds on teaching various aspects of various lessons.” However, the PD that was assumed to materialize after the commitment was still only through reading journals. At this stage, still, collegial development and reflection were not recommended.

The other different feature that this Case reflected was the state of his performance. In this regard, this Case stated, “If the payment was really good and I got more attention, I could actually learn and help others learn far better than what I can do now.” Thus, though some researchers make the link between money and job satisfaction less significant, this researcher believed that this issue needs further research due to the difference of context, and possibly living standard and life situation of the teachers in which the previous researches and this took place. Besides, as an obstacle to PD, however, this Case had linked his view on undertaking PD and the motivation he had for it to other parties in the university — those who were responsible to offer recognition and incentives. This was expressed as follows:

But, in order for a professional to develop in his profession, or grow in his profession, I think the impact of other parties plays a very important role. That is to say how his effort is viewed by the officials and what kind of incentives the professional is given. So these things also have an impact. Otherwise professionalism, from the point of view of the professional, PD from the point of view of the professional, is improving day by day on his practices.

However, the study had attempted investigating the issue of dissatisfaction and seeking for possible solution from the partner.

His efforts must be appreciated and rewarded. If there is no one to appreciate that and doesn't do anything to reward it and the professional would not take things seriously ... [How] well he has to be given training actually —professional trainings. Trainings, he has to be given here in the country or might be in the case of us, we could be given opportunity to go abroad for some time to see how others do the profession. Abroad and so on so that way professionals can learn actually many things. And you know improve on his practices.

Accordingly, the recommended remedy to the problem was reward for PD efforts and professional trainings abroad. In this regard, in a university in which innovative teaching learning activities are not evaluated and rewarded and in which all the academic titles are awarded depending on research, expecting demotivation was felt to be natural and even felt to be likely to be epidemic.

Concerning his attitude towards his profession, case 4 replied that he liked the profession and stated his reason by saying: “it keeps me alive. I always think of reading. I always think of

engaging myself in the activities, be of help actually to myself and my students” However, he also indicated that he was not satisfied with the present status. He said, “I am not well satisfied because here you’re paid a salary which is hardly enough to squeeze you through the month.”

To sum up, all the instruments deployed in this study in the process of investigation of this Case, therefore, indicated that the belief of the Case and the teaching-learning strategies that he deployed in the process were not in line with the recently accepted learning theories. In fact, Scholars say, “The delivery system [Lecturing] persisted into the present largely because it was familiar, easy, and required no imagination ... The experience of most undergraduate universities at most research universities is that of receiving what is served out to them. In one course after the other they listen, transcribe, absorb, and repeat, essentially as undergraduates have done for centuries (Lueddeke, 2003: 3). Similarly, classes of this Case, too, were teacher dominated and the learners were less active. Thus, his training model could be seen as the Applied Science Model in which knowledge is provided to interpret practice. This in turn is the view of the positivists and which again felt to influence his professional performance as well as development.

4.2. Cross Case Analysis

Unlike the previous sub-chapter in which the Cases were treated independently, this section presents cross analysis of the cases by dividing them under some general themes identified in the course of the study. Regarding the rationale of cross-case analysis, Miles and Huberman (1994), who ascribed presenting only within case to traditional ethnography, answer the following to their question “Why do cross-case analysis?”

One reason is to enhance generalizability. Although it is argued that this goal is inappropriate for qualitative studies (Denzin, 1983; Guba and Lincoln, 1981), the question does not go away. We would like to know something about the relevance or applicability of our findings to other similar settings, to transcend “radical particularism (Firestone and Herriott, 1983) ... A second, more fundamental reason for cross-case analysis is to deepen understanding and explanation (1994: 173).

To these ends, the cross-case analysis is presented as follows across selected themes.

4.2.1. Language Learning Experience of Teacher Educators: Background

This study attempted to know the background of the teacher educators in relation to their qualification and level, their school learning experience and qualities of teachers they like in their school days. To this end, the first question addressed their educational background so as to relate it to the language they are teaching currently. All cases of the study were English graduates who have their M.A. in English language teaching. However, all partners attended different institutions which they felt had influenced their language learning. Case 1 stated that he was from a teacher education institution in which “pedagogic courses were dominating” while the second case was from another university “where literature was dominating and the institution in which he was influenced by psychology”. Though the third case got his BA from a different university, the most influential learning was at a college where he obtained his diploma. Similarly, the fourth case attended his BA program from a university in which many skill courses were given though he had some dissatisfaction in the learning process he underwent.

Generally, regardless of their difference in the institutions in which they received trainings and places of teaching, all of them have teaching experiences of more than 18 years. In addition, though all the cases have M.A. in TEFL from the same university, AAU, some of them have started their PhD in fields different from ELT. However, as far as their experience and present occupation is concerned, all the cases were found to be appropriate in terms of their levels of teaching and the relevance to their professional undertaking. Accordingly, any limitation identified by this research that affects the PD of the teacher educators could not be attributed to these two factors — subject specialization and level of qualification.

The second item of the interview protocol focused on language learning experience of the cases. In this endeavor, the study addressed a wide area — school to university — in order to link previous experience to their present performance and thereby to their belief that governs this performance. In this regard, since “the evolution of belief is a complex process that unfolds

in different ways for different teachers, as they relate new information and experience to what they already know, believe and do” (Nelson and Hammerman in McLaughlon and Oberman 1996: 7), looking at these diversified aspects of the learning process was assumed to assist the study.

Regarding the school language learning, the experience of most of the teacher educators was found to be similar. Most of the Cases expressed that their classes were dominated by learning grammar — about the language rather than the language itself though there were some model teachers. Thus, it could be concluded that the past language learning experiences were contrary to what we wish language classes would be. In spite of their dissatisfaction in their school language learning experiences, all the partners stated that they had teachers of distinct qualities who influenced them in their career selection.

However, the nature of the influence was different. Case 2 was influenced by the grades he was obtaining in language lessons in his school years. He had also retained some skills such as loyalty, respect for students, appreciating students for their efforts and motivating students from his school language teachers. Different from Case 1 who learned methodology of his model and who had had a lot of opportunities to interact with his teachers at lower grades, the lessons of Case 2 tilted towards the affective aspect of learning. The model teacher of Case 2 also possessed a lot of qualities important for a language teacher — cleverness, modesty, ability to teach in a good way, good appearance, smiling, respectful of his students, and appreciative of students’ efforts and concluded that his model was a very clever teacher and a native like kind of speaker — some of the qualities which were shared by all the model teachers.

Similar to the above two, Case 3, who appreciated his higher institution language learning process, had undergone this experience. The influence his teachers had on him was so powerful that made him select learning English for his higher education studies. Unlike the others, this partner emphasized that his personal effort to improve himself through practicing different skills had played an important role and said “language learning is a life long experience.” In regard to the qualities he appreciated, their language skills were good and they were using interactive teaching to some extent in spite of their traditional approach. Although this Case

asserted that he had a role model who was good at teaching grammar, the use of the language and knowledge about the language were stated to be important influential qualities of his model teacher.

In a like manner, the last, Case 4, had influential English language teacher who affected his life. This teacher was “a very enthusiastic person [who was] very much interested in teaching English [whose] pronunciation was also good.” Regarding the appreciable quality of this person, this partner mentioned his punctuality for class and his respect for his students. In addition, this partner also admired the methodology deployed by that teacher in which the teacher was giving “Input — structured input ... that was comprehensive [and] very elaborate” in which he felt that he learned well. Moreover, the response the partner gave was asked what he learned from this teacher and practice now, is punctuality and the importance of ‘input’. Analyzing the actual teaching of this Case and his belief, however, this study concluded that the ‘comprehensive input’ was equated to lecture that involved the learners in the teaching learning process less. Thus, this could be perceived as influence of the past experience on the present [See the details in 4.1.4.3.].

Like the school learning experience, their perceptions of their tertiary education and the benefit they claimed to get from it were different. Case 1, who claimed that he started learning English when he commenced teaching in the high schools after graduating with his B.A., indicated that his college experience was basically reading and answering questions and that most of the classes were pedagogic courses that required the learners to read a lot. Similarly, Case 4 was not satisfied with his undergraduate experience in which he took different skills and methodology courses though his reasons had basic and philosophical difference from the former. For this Case, all the skill courses were not satisfactory. Although these two cases revealed dissatisfaction, the nature of this discontent was distinct. While, Case 1 was not very much happy with the pedagogy courses, both methodology and pedagogy courses were good for Case 4. Besides, the ‘input’, — which was taken as a lecture — was found to be important and also a potential power to influence thinking in the case of this partner.

Contrary to these two cases, the others seemed to be satisfied with what they did in their respective higher institutions. The second, Case 2, expressed that he was more interested in his undergraduate program than his post graduate. For him, literature and psychology were his major areas of interest and his programs of M. A. in TEFL, in which he did his research on cooperative learning, were less influential than that of the first degree. Though satisfied with his language learning experience of higher institution, the experience of Case 3, however, differed from that of Case 2. This Case asserted that most of the time he was advised to work in a group and to share ideas. Though it seemed that he was longing for grammar, his stronger admiration was for his diploma program that he attended in one of the higher institutions long ago. He felt his B.A. and M.A. programs in teaching English were not as influential as this diploma program. Thus, in spite of their similarity, their difference was basic. While one tends towards literature, the other inclined to language teaching strategies. Thus, diversified backgrounds that resulted in different language learning teaching theories were observed. While one preferred lecture, the other chose group work.

4.2.2. A teacher and Teaching Defined

The other effort was made to discover the belief of the teacher educators through their understanding of their profession. To this end, the issues selected were defining what a teacher, language teacher and teaching mean. Concerning the impact of belief on performance, Wayne (1992) also purports “Much, if not all, of what the teacher says and does in the classroom is a *reflection* [the writer’s emphasis] of the teacher’s belief (conscious or otherwise) about how people learn languages” (Wayne 1992). Thus, what the research intended to discover was belief in order to interpret practice.

Accordingly, although all the Cases of the study had defined a teacher, it differed. Case 3 defined a teacher as an influential person who can shape life and affect career choice positively in addition to imparting ‘knowledge’ and ‘emotion’. He also asserted that a teacher creates conducive environment for learning. Case 4, nevertheless, focused on the influence of the teacher in character building of his or her students by being a model of the behavior that he or she wants to develop. In describing a teacher, Case 4 focused on his or her qualities of possessing ‘thorough knowledge of the subject he or she teaches’, and to be a ‘democrat’. This

Case explained the quality of being a model in different aspects — the model teacher had to enable his learners to develop all traits he wanted them to learn through imitation. A learning process, therefore, is habit formation through imitation and the teacher is a model to be imitated.

The other two Cases, 1 and 2, stated that a teacher is ‘everything’. Nonetheless, their perception and explanation of this role was different. Case 1 asserted that the teacher is the most responsible person in the community in teaching diversified life skills and concluded that “If students have a good teacher, then they would be good citizens.” However, this was felt to be hard to believe. He also explained a teacher as a person who has to understand the learning environment and create conducive environment for learning. The description the Case offered in this regard revealed the dominant role of a teacher in the teaching learning process and the teacher as more of a knowledge provider than facilitator.

On the other hand, “A teacher is everything’ of case 2, which was viewed from distinct dimension, explains a teacher as a model, an artist and a psychologist. He also described him/her as a person of multi-personality who can even be a leader of a country. Thus, from this definition, it seemed that a teacher is ‘a father of knowledge’ of all forms and a ‘master’ to be followed. It could also be assumed that this is the belief why the Case generalized “Students would like to be like their language teacher.” In addition, the metaphor used by Case 2, a teacher as an actor and students as spectators, indicated the entire dominating role of the teacher and exclusively denied the active role the students can playing for their own learning. The implication of this, too, is not distinct from the definition. In addition, “Though teaching may not be perfectible, it is improvable, (Tolley, Biddulph and Fisher 1996: 25), this Case claims perfection by saying 99% if not 100% fulfilling the requirement.

The other concept attempted to be defined was teaching. Similar to that of a teacher, teaching was also denoted in diverse ways but which would be categorized under two major domains that brought Case 1 and 3 under one. Case 1, who stated that it is the most demanding job, explained that it is a kind of a profession that requires professional commitment, professional integrity, accountability, responsibility for one’s profession and also understanding the

academic and the learners' environment." Thus, the ethical aspect of the profession which necessitates concern for the beneficiary was illustrated by this Case.

In a like manner, the role of the teacher as a facilitator by creating effective environment for learning was given in the definition of Case 3. This partner defined teaching as setting conducive environment in which people go on learning and helping them to self-actualize and be competent in their lives. From this perspective, it could be concluded that the effort of the teacher in helping and self actualizing minimizes his/her role of knowledge provider. Rather it made him/her as "Someone who engages learners, who seek to engage each person wholly – mind, sense of self, range of interests and interactions with other people in learning" Bartlett (1990:204). As a result, the Case reflected the constructivist view of learning in which learners construct knowledge while the teacher facilitates.

Unlike the above two cases, Case 2's definition of teaching magnified the role of the teacher and tended to make him the sole owner of the learning process, a view which could be interpreted from another philosophical dimension. According to this Case, "Teaching is sharing what one knows. Or [it is] addressing issues, ideas, in a given time to people with low experience, sharing knowledge, sharing experience, or letting others exposed to something which was not in them." This denied the background knowledge and experience of the learners. It reflected the 'tabula rasa' view of learning which is contrary to the common motto: "Students are torches to be lit but not vessels to be filled."

Similarly, teaching was defined in a different way by Case 4. He asserted that teaching is an activity that involves both teachers and students and setting the stage for learning. Although this Case defined teaching as a transaction, some of the elaborations given on the activities of the teacher by this Case did not support this idea – 'transaction'. The Case said, "Remember he is the teacher who plans actually how classroom time must be used. And he has to divide the lesson into stages. And things like when to give introduction, when to give specific input, when to set students to work, and when to do things in general in the classroom". This signaled the dominating role of the teacher which did not take into consideration the possible impact of the context. This view was further reinforced when this case described the 'input' — which was

equated to lecture [See details in 4.1.4.3.] of the teacher that he felt ‘ignites thinking’. In spite of the belief of some scholars in which teaching is defined as “Making people sensitive to things”, the definition of the partner gave exclusive role to the teacher that implicitly allied his view to the Applied Science Model.

Generally, while some of the partners defined a teacher as a person who has a potential to create not only awareness but also fertile ground on which the learners act, others did not indicate this understanding. The same is true about teaching. Teaching which is “essentially an interactive process among a group of people learning in a social setting described as a classroom” (Richards and Nunan, 1990: 38) was not stated as a social process by some. Although teaching “should not be defined in the narrower sense in as much as what happens in the classroom is decided by people and events inside the classroom alone” (Richards and Nunan (1990: 202), a good teacher was perceived as the only cause for all changes. The feedback of the interview, therefore, indicated that the current practices of some of the teacher educators were not in line with the recent theory of learning and/or teacher education principles. This in turn is likely to affect not only the present PD but also the potential to be reflective teachers of the student-teachers’, trainees, in their later life.

4. 2.3. Typical Classroom Described

In an attempt made to assess the current performance of the Cases so as to link it to their belief, these partners were asked to describe their typical classroom. Accordingly, Case 3 explained that he was not successful in his effort of making his class interactive as a result of having students who joined the department without their interest although he always tried to establish good relationship with his students. His classroom, which he believes is a ‘joint venture’, was not lively as he wanted it to be due to different reasons — mainly students background problem and their lack of motivation. Thus, the practice was explained as passive classroom in which less construction of knowledge was conducted. The peer feedback and the transcription and the analysis of the actual classroom performance of this Case, however, proved to be the otherwise in spite of his dissatisfaction as a result of his attempt to make the class interactive.

The others, the classes of Case 2 and Case 4 were explained as different from course to course and also by the measure they take by covering courses when they were in time constraints. According to the description of the Case 2, in the communicative English the students are encouraged to share their views on the topic. The same activity, however, was not projected out in the other course, the given example — grammar. Accordingly, it was likely to say it was the material of the course which had both the students' and the teacher's manual that guided the action. Similar to Case 2, the other partner, Case 4, also stated that he uses two approaches in handling his typical classroom. However, the distinction of the latter was that this distinction relies on the material he uses for teaching; that is, whether he is using his own teaching material or a material designed for the course by somebody else and proposed by the department. His activities while using his own material, outlining the content, explaining these points, going to class with structured input and explaining — factors that pointed the class was teacher dominated — were utilized when he was not in time constraints. With regard to covering courses, Case 1 was also the same when he explained about his summer classes. Thus, covering courses was found to be more important for these three Cases.

Similar to that of Case 4, the other partner's, Case 1's, description of his typical classroom revealed teacher domination. He denoted his class as a class in which he focused on the new things he shared to his students. His description of his classroom, "tell the content and give much attention to the new things that I share to them because I feel that this is the time to the students to acquire lots of knowledge not only of the language", indicated that the teacher is a provider and the learners are the receivers — impression that was less likely to be accepted particularly at this level of teaching. In other words, the explanation provided by the case — 'focusing on the new things in the university classes' — was likely to make the class teacher dominated. The peer feedback and the self-observation report and the observation of the recorded lessons also indicated teacher dominated classes although the definitions offered for 'a teacher' and 'teaching' were contrary to this.

To sum up, in an attempt made to assess the typical classroom of the teacher educators, the responses indicated different classroom procedures but by large qualitatively similar in practice revealing the gap between claims and the reality. Since every teacher has his or her own style

of teaching and as every class is unique from the other due to different environmental or contextual factors, these differences are natural. However, the common thing was found to be that students were passive recipients of knowledge. Pearson (1989) says, “Competent teaching is a compound of three elements: subject matter knowledge, systematic knowledge of teaching and reflective practical experience (1989: 133). In most of the above cases, the last was not observed. While some attributed this to students’ background, others were offering knowledge. Thus it seemed that the learners were not active participants who were involved in the process of their own knowledge constructions. The self and peer appraisals as well as observations of recorded lessons, here too, revealed this gap — the gap between intention and action.

4.2.4. PD Opportunities

Since there are diverse PD options to be undertaken, this study attempted to investigate the opportunities the teacher educators had been utilizing in two major areas: their typical working day and the life of the teacher educators outside the campus — the in and outside their working place. In the cases of the former, the typical working day of all the partners was found to be similar. Some of the common features were going to class and teaching, making preparations for teaching, and reading different materials. In addition, browsing internet and retrieving some information was also mentioned.

Similarly, the assessment of the life of most of the partners outside their working environment did not show basic distinction in relation to PD of the teacher educators. Case 3 described it as further reading, correcting students’ papers, passing time with family, socialization with friends and satisfying his spiritual needs. That of Case 2, however, was different. He enjoyed watching films at home or out. Similarly, Case 4 also reads but readings outside his profession. Although this partner is like Case 1 by investing his time on reading, his dissimilarity lies in the nature of his reading. Accordingly, unlike Case 1, the activities of Cases 4 and 2 have little or no significance to their PD that is related to the actual classroom language teaching practice.

The last partner, Case 1, explained his activity in addition to family responsibility in a different way by linking some of them to his PD. He said that most of his outside compass activities

supplement his teaching at the university because some of the problems that he observed and the experiences that he got there were good real life examples that he brought into his classroom. In general, most of the partners have similar background in relation to their PD. Where personal readings were involved they served different purpose. In most of the cases, however, the issues raised were routines. Other personal development efforts such as discourse communities were not mentioned.

4.2.5. Teaching Compared: past and Present

The attempted investigation of the past and present practices of the teacher educators had also marked some distinctions among the Cases. Accordingly, all the partners claimed change. Case 2, felt that he learned a lot in the university though the method of his learning was different. This partner stated that he is not only teaching but also learning from his students here at the university due to their maturity level. By implication, his previous teaching, when he was “energetic as a beginner teacher” in the high schools, his teaching was unlike the present because ‘the students were heavily relying on him’. This partner explained that he had undergone change as a result of his learning from his students, his peers and his own reading. Though it is true that every context has its own effect in influencing people, the nature of the lesson and the degree of its impact differs. However, though there was potential for learning, the research did not witness significant contribution of collegial learning in the context of the study. Nor were the transcribed lessons in line with the requirements of recent development in learning theory.

The other two cases, Case 1 and Case 3, asserted that they performed much better in their previous school teaching experiences. However, their view in describing the situation and factors that they attribute to this situation vary. Case 1, who said that he loved his high school teaching because of the expectations his students had of him and his effort to exceed that expectation, explained that the university teaching is only ‘showing direction’ by identifying the lacks of the learners. However, the process of addressing their lacks and wants that was described when this partner explained his typical classroom was “get into the classroom, tell the content and give much attention to the new things that I share to them.” Accordingly, from

this description it was implied that it was the teacher who shares in bridging this gap instead of capacitating the learners to fulfill their lacks and wants. Similar to that of Case 4, the teacher is the source of knowledge and teaching is transmitting. This was what the transcription and feedback proved unlike the rhetoric. .

The last case, Case 3, who said that the high school students are more dependent than the university students, showed the difference in a distinct way. He explained the difference in principle rather than the reality. The Case said that while the university students were expected to be independent learners who could have made the teaching learning process less demanding for the teacher, his students did not fit to do that. As a result, though he is inclined to love his university teaching, it didn't seem real. The true love seemed conditional. Unless the university students who 'fit' to be here were obtained, his attainment of satisfaction was felt to be impossible.

Similarly, Case 4 also described his present teaching, which he claimed is different from his past, was a result of his undergoing change. He explained that he divided the lessons into phases in which the first would be giving 'input' — which was already equated to lecture — and then to activities on which they apply the 'input'. Concerning the root cause for this belief, this partner attributed it to his own reading of cognitive psychology. However, the given partner's description of his present teaching indicated that his class was entirely dominated by him and the responsibility of the learners in taking care of their learning was less though it was one form of learning. It minimized the value of bringing background to the lesson, the role of context in the learning environment and the opportunity of unplanned learning. Thus, the claimed change could be evolutionary but not revolutionary.

In the process of comparing the present and the past teaching, however, the overall nature of teaching and the impact of the environment on teaching should not be neglected. In this regard, Hargreaves (1995) indicates:

Teachers are products of their present and previous work environments. They are creatures of circumstance. The ways they teach evolves as strategies to pursue purposes that are important to them. These strategies develop as ways of adjusting to the particular pressures, contingencies and expectations of their environment.

Where these pressures are extreme, teachers' strategies can become desperate, a matter of sheer survival. (1995: 83).

Thus, whatever interpretation was given, the impact of the environment on the performance of the teachers should be recognized. Generally, all the partners have claimed change in their teaching. Their present teaching was claimed to be distinct from the past. But in spite of the claim, most classes were described and analyzed as teacher dominated classrooms in which the learners' meaning construction was less facilitated.

4.2.6. Diversified Relations of the Teacher educators and the impact of these Relations on their CPD

In an effort made to link the relations that these partners have in their working environment to their PD, instances in which the Cases were similar and at the same time different were observed. Regarding their relation with the management bodies, both the university and the School of Education, Case 4 stated that he had no relation at all. However, the other two cases, Case 1 and Case 3, explain that the way the university management tried to make its link with the academic staff was not at the level and the kind of relation they wanted it to be. The other partner, Case 2, expressed the overall relation of the university at all levels as good.

In addition, Case 1 criticized the overall culture of the university stating that there was no collegiality. He said that the prominent or dominant culture in the university is individualistic; collegial relationship is not existent. He attributed this to what he explained as dividing factors. Similarly, Case 4 shared this view. He said, "The teaching staff, I don't think they take time to discuss matters that concern all of us. Whenever we [lecturers] meet we talk about things not related to academics." Thus, both agree that the available diversified potential of colleagues that could have been exploited was not utilized for PD. As a result, the missing opportunity of such an instance was explained by scholars as:

For teachers to be successful in constructing new roles they need opportunities to practice 'in a professional community that discusses new teacher material and strategies and that support the risk taking and struggle entailed in transforming practice ... Further, the notion of distributed cognition suggests that when diverse groups of teachers with different types of knowledge and experience come together

in discourse communities ... to create new insights into teaching and learning (Moon, Butcher and Bird 2000: 19).

Thus, this indicates that failure to use the existing potential is a missed opportunity.

However, the relation of these Cases with the management of their department and within their colleagues in their department was expressed as more positive than the other relations they had in their work environment. Accordingly, all the partners had expressed that they had good work relation and involvement in the decision making process of the department. Consequently, looking deep into the relation in the department that was explained as ‘good’ in light of the PD of the teacher educators was found to be important. Case 2, who stated there is ‘smooth relationship in the department’ explained the ‘smooth’ as a peaceful relation in which one did not think negative about the other. When explaining about this smooth relation and activities accompany it, he mentioned committee work, setting exams, settling program issues and the like which create fertile ground for effective professional development.

The other Partner, Case 3 gave his reasons as absence of problem among the staff and indicated sharing materials, exchanging information on what was taught and developing course outline together as communal tasks. Case 4 also expressed that the relation he had with the department was good. However, some Cases stated dissatisfaction in some regards in relation to their Department. Case 3 revealed that he was discontented in the management of the department particularly when it came to defending its staff. The other partner, Case 1, asserted that the Department was not empowered to take administrative measures particularly in relation to rewarding best performers. Though the criticism was directed towards the university, it is worth mentioning since the Department was also criticized for this. In both Cases, their illustration is likely to have impact on PD of the staff.

However, in spite of the comment of Case 2, who said the working culture of the Department was appreciated by the offices at all levels because of the staff doing the routines properly, dissatisfactions were also reflected. For example, Case 4, who said there was no thinking together elaborated his reasons for dissatisfaction. He said, “Sitting together and planning about what to do in order to alleviate the situation and so on, we never have the time for that. I

feel very, very sorry that we don't think together, to solve the problem." In attempt made to explore more into the issue, the partner explained, "Simply, we are individuals, individuals. It is individualism that is rampant ... and that is very bad". Similarly, Case 2 illustrated his displeasure in a different way. Similar to Case 1, he mentioned, though distinct, some dividing factors as obstacles to the development of intimate relationship.

Case 1 also explained that the relation in the department was limited and restricted to issues less pertinent to PD opportunities common to all staff. He said, "What is very prominent or dominant in the university is the individual's culture. And the so called collegiality relationship I am afraid is not existent in this university." He also explained that this could be considered as an obstacle to effective relation in the department. In addition to the comment of this partner, some of the cases of the study also witness that they were restricted to themselves. For instance, Case 4, who asserted that 'it is individualism that is rampant' said, "By nature I tend to keep myself to myself." However, "Capacity for development more broadly is related to your ability to create links with other people ... new ideas are often stimulated by discussion or work with others, as are strategies to overcome challenges in development work," say Kahan and Walsh, 2006: 134).

To sum up, although the entire respondent mentioned about good relationship and some activities as an evidence for their collegiality and effective ways of working together that existed in the department, these tasks were not enough to create collaborative working culture. Some of these important but inadequate routine activities were standardizing courses; sharing courses and materials and exchanging ideas on them; talking about components of exams and setting them together and the management of their execution; working in committees and sharing responsibilities; and exchanging information on the progress of the courses and the extent of covering them.

However, all these activities were duties assigned by the Department. Since they were imposed from top to down, the relation that emanates from these were contrived collegiality. As a result the professionalism that resided in the department was less likely to be free from managerial which is 'system driven' rather than professional and that was characterized by less collegial

interaction and reflection. In this regard, at least one nature of transformative professionalism in which “an ethic of reflective integrity which needs critical observation, interpretation and reflection” Bottery (1996) was not observed. In the context of this study, it was felt that “Collegial relations require sharing of interest, concern, commitment, and critical judgment” (Lemlech, 1995: 200) lacked. The researcher understood the collegiality that existed under this situation was a less powerful to materialize powerful collaboration that emerges from critical feedback of colleagues. Accordingly,

Because there are so many faces of collaboration and collegiality, their professed attractions as a whole should be treated with caution. There is no such thing as “real” or “true” collaboration. There are only different forms of - - - that have different consequences and serve different purposes. Moreover, those forms which are most computable with the widely declared benefits of teacher empowerment and reflective practice are the forms that seem least common. [In other words, which have] little evidence of critical feedback about teaching among teachers (Hargreaves, 1994: 189).

Accordingly, powerful collaboration that is likely to change attitude and thereby course of action should be critical and focus on actual classroom performance of teachers. In this regard, however, this study concluded that the situation that prevails in the context of the study did not capitalize on the classroom performance of the teachers. In spite of some efforts made in the department that could be collaborative, they were less likely to be strong enough to change the actual classroom performance of the teachers since they were not critical feedback about actual or classroom teaching. It appeared that the collegial relations are contrived where things are done as usual without violating the status quo — “peaceful”. In all the cases, therefore, it could be concluded that the relation is not as strong as it ought to have been.

4.2.7. Perception of a Profession and PD

In the endeavor to know the perception of the PD of the Cases, understanding of profession and PD among the cases had basic distinction. The definitions of two of the Cases revolved around the same area. Case 2 said, “A profession is what one has a mastery of thoroughly.” Accordingly, mastery of something and may be knowledge and skills plays a dominant role. The other partner, Case 4, defined a profession in relation to a professional and the

requirements needed for him/her. He said a profession is a life of the professional and emphasized that they two are inseparable. In explaining his idea, he said “. Professional is a person who should do his job the way it ought to have been done. That is to say he has knowledge of the profession; he has the skills to do it. A professional has to have all these things if he is to be called a professional.” Thus, the focus this definition and the explanation accompanied were also on the knowledge and skills. Thus, other components such as ethics and constant learning were not mentioned.

In a like manner, Case 3 related profession to knowledge and extended its definition to its other requirements. His definition of a profession, which he related it to his own profession, incorporates body of knowledge, professional ethics and qualification that resulted from training. The other quality that was associated to profession was regular upgrading of one self and one’s performance. In this regard, continuous development was projected as a requirement of a profession unlike the definition of the above two Cases. This added the understanding of transformative professionalism — from the previous to the modern perception.

Similarly, Case 1 also offered broader definition of a profession that could be allied to modern professionalism. His definition addressed the importance of having area of specialization, being ethical, sharing knowledge and experience, being a model and a pace setter in the area of specialization, constant self evaluation and critical reflection in which doing and revising for the improvement of performance were incorporated. Thus, all important components of a profession and professionalism were mentioned by Case 1. He described it as follows:

A profession is a kind of abstract thinking which one can associate himself or herself to a certain area of specialization. Professionalism to me requires being ethical, responsible, being a model and also a pace setter of that profession ... [It also needs] people evaluate themselves, reflect about themselves, criticize themselves, look back and bring some change on themselves

In the attempt to assess the Case’s understanding of PD and its different forms that the partners had undertaken, gap had been observed between their perception of the concept and its actual realization. In this regard, Case 2 defined PD is “a sort of effort ... one can make to make him/herself up to date or efficient enough.” The purpose of regularly updating oneself is to be

“always in front of his/her students but not behind [them].” The other partner, Case 4, gave his definition that linked it to thinking about how things would be done better for the next time; development or improvement of the existing. He also related his explanation to the importance of mastery of knowledge, skill and method.

The other, Case 3, injected a new concept in the process of defining a PD by relating it to reflection specifically allied to actual performance. He stated that PD requires questioning one’s performance so as to be more competent and identifying one’s lack and reflecting on it. And it was stated that this process should be continuous so as to improve the actual performance regularly. The last partner, Case 1, who said that there was no PD in the department but individual interest and who defined a profession in a broader sense, offered his explanation of PD aligning it to reflection. Similar to Case 3 he added reflection and also another important concept – collegiality – in the process.

with regard to PD undertakings, these Cases had different forms of PD practices. For instance, Case 2 said that he undertook his PD by reading ideas related to his profession, keeping in touch with technology, learning from his students when they come up with new ideas and exchanging information with colleagues. However, Case 3 said that his PD mainly capitalized on his readings that he tried to implement so as to be a step ahead of his students. On the other hand, Case 4, who clearly stated his dissatisfaction that emanates from lack of incentive, recognition and model to imitate in addition to the poor payment, was not able to explain the PD he undertook. His reading, too, is not related to his teaching. However, he claimed the he did his duty properly — a view that made the understanding the concept PD dubious — — regardless of the inconveniences he explained.

Generally, the definitions offered to profession and PD were seen from two angles. While the modern tenets were reflected from one group, the others made no mention of them. Thus, equivalent awareness was not observed. In spite of these distinctions, the PD undertakings common in the department were by large personal readings. Some of the ideas that were described while defining PD such as self evaluation, reflection and collegial discussions were not mentioned in the actual practice.

4.2.8. The Common Practice HDP – Developmental?

In this study, the other endeavor was to know how much the Department had considered the PD of its staff. In this regard, Case 2 said, “Formally there is nothing done for the sake of the teachers’ PD. It is a sort of individual attempt that every staff member tries his/her best to make him/herself up-to-date with necessary PD” Similarly, Case 3 also asserted that it was left to the teacher and that there is no ‘consciously designed’ program of PD of the department except the HDP and the effort the department made to share material and information. In this regard, all the partners asserted that they had participated in the HDP as a PD undertaking offered by the Department.

Concerning the feeling of the participants in relation to the HDP, Case 2 states that the program is interesting because “when one gets into the tasks and the activities in the program, one will be very much interested as a professional teacher because there are so many things which a teacher can go through as a sort of practical kind of situations or activities.” However, this partner gave it less value because involving in the program had no “benefit because it has no reward.” When asked what he liked from the program, he stated that the most interesting aspect of the program was the active learning area of the training. When asked what influenced his actual classroom from the program, nonetheless, the partner replied that it had little contribution because he knew the ideas before he practiced them in his communicative English class.

In fact as a language teacher I was fortunate. I can say, and many of the colleagues there in the HDP program were appreciating our profession – English teaching profession because I was not new for what we were doing in the so called active learning. This was almost what I was practicing in my communicative English classes because we try to exercise a sort of student centered kind of teaching learning activities in our communicative English classes.

Accordingly, two things were important. One was that the HDP was a revision of what was already known that did not influence the actual classroom of this teacher educator. The other was his idea — “In the communicative English classes the teacher is not the only source of information. The students are also sources of information. [This] was the practice in the

communicative English classes. This idea is the same thing with what I practiced in the active learning situation,” raised another issue. Why only communicative? What about the other courses? Was it the influence of the material or then belief of this partner? Thus, the other instruments of the study attempted to investigate this idea. Pursuing this line of inquiry, however, proved that his classes were teacher dominated and the claimed influences, if any, were impact of the material.

Similar to Case 2, Case 4 also first asserted that the HDP had helped him though he later deviated from his idea and gave it less value. He said, “Active learning actually to some extent helped me in shaping my thinking – how lessons should be taught.” However, this partner criticized the HDP from the structure of its organization and also stated that its impact in influencing his classroom was not much because it was not new for him. When describing his experience of HDP, he said:

“Because here in this university we apply Communicative Language Teaching, almost all the classes we have are student centered. But what I am saying is, those things *actually giving more responsibility to the students to learn couldn't make actually the kind of result we want to make, we want to get* [My emphasis][When talking about the experience,] Not anything new from that program, [The tone is rising, seems surprise] not much, not much actually.”

On top of minimizing its contribution, this idea seemed to equate the learning process of communicative approach to HDP in that they both demand the students' engagement and this giving responsibility of learning to the students themselves didn't bring about the required result. The stated comparison of communicative language teaching to HDP that was emphasized in the aforementioned quotation and his following criticism on the structure of this program indicated the belief of this Case to be contrary to modern view of language learning.

My reservation is that there isn't enough input. [In] higher diploma, the participants, we, to some extent could organize our thoughts actually because we had enough experiences. We have had enough experiences. So organizing our own learning, taking part actively in the process was not really a difficult matter. But applying this to our own classroom situation is difficult because, as I said, for one thing, students are expected to learn quite a lot. And students do not have the experience to structure their own learning. So in doing it directly in the classroom teaching, it is really very difficult, very difficult.

Accordingly, HDP expected 'structuring thought' without input and this made it difficult though the participants at higher institution could manage it because of their experience. His conclusion was, therefore, applying the approach of HDP in the classrooms was found to be difficult, by implication making the lessons of HDP less relevant to the classroom, because the students lack experience to structure their own learning. He also said, "While the teacher comes to class with a certain topic, participants are made to generate ideas on the topics, organize them, and present them to the rest of the class." This was concluded by the researcher as a latent opposition to communicative language teaching. It seemed learning was impossible unless it began from the teacher and his input. The background knowledge of the learners was also not recognized. Hence, another investigation to the belief of the partner was urged by this, too.

Unlike the above two partners who appreciated the HDP at least in rhetoric without recognizing its impact, Case 3 didn't accept its contribution at all. This partner said, "I haven't benefited from that because it was a repetition of what I already had. And it was not meaningful ... it was not good to be taught what you already know. It is the same as telling you that you have two eyes. The classroom was not actually as such attractive and I consider that waste of time." This partner also stated that he attended the program without his desire with the pressure from the department. "We were instructed by the department to attend the program. And the instruction was so powerful that you couldn't resist and so we had to go to the class and attend at least for a year," said the partner. Whereas "The effective management of PD relies on individual enthusiasm, not compulsion, and on individuals prepared to take action in addressing their own professional needs" (Blandford, 2000: 4), HDP offered prescribed training module that was designed regardless of individual, subject and context differences.

However, the importance of the program was not denied by this Case if some corrective measures were taken. He pointed out:

That program was designed without taking into consideration our professional needs. And the development of the program, if actually I had an opportunity to tell them I would tell that. They should take care; first know the needs of the teachers. What do they need? Do they need really to be taught about group and pair work? Actually if it

were well designed, it would be very useful and it would add something to my PD. But it was unfortunate that that program didn't benefit me.

Accordingly, had the program been designed in line with the identified need of the teacher educators, it would have benefited them. In regard to PD, however, this Case asserted that more important was personal effort that the individual teacher makes. He indicated:

And may be such programs which are meant to upgrade teachers are may be useful but they can't be as useful as your own effort. The effort is very important. ... They can provide you with the base for your PD but what is important is the improvement that you make, the skills that you develop to identify your weakness and strength when you teach and working hard to improve your weaknesses. I think this is very important. It is more important than even the training.

Thus, whatever opportunities one has as an aid from outside, PD requires personal commitment to under go change and attempt to look at one's own action critically with an intention of improvement. In addition, this partner had another criticism on the design of the program. He expressed his dissatisfaction that emanated from his personal observation, indicating , "In the designing of the program, distinction was not made between high school teachers and university teachers. High school and university teachers seem to attend the same program with the same content of training. And this is actually unfortunate. And it is actually offending." The researcher, however, had a reservation on the oneness of both porgrammes though their approach is similar. His conclusion of the program, however, was that it was an imposition and as a result felt to be ineffective.

The other partner, Case 1, shared the view of Case 2 and Case 4 when he said the program was a repetition of what he already knew and generalized that the program had been given to people who had the training. His recommendation focused on three major areas: selecting appropriate target, focusing on selected areas and establishing a reward mechanism. His conclusion was that it was 'just a form filling' activity. Though not related to his actual teaching, however, this partner had stated some benefit of the program. He asserted the following in relation to its chance to create cooperation, opportunity for self evaluation and creating opportunity for research:

It has given me an opportunity to know good friends. And one of my colleagues that I published an article with was the one that I met when we were attending the

higher diploma program together ... On the other part, it's given me the chance to know that I can do or am doing well. It is a way of reassuring my own performance. And the third thing is it's given us a chance ... In relation to our classroom performance, one thing that we've learnt is that it's given us a chance to see our students as research participants and research assistants. That is what we have learnt from the higher diploma program.

His conclusion, nonetheless, was negative by relating it to the time consumed. He said, "The bad thing is that it took one year and it was just a waste of time sitting there."

Accordingly, the value they attributed to the practical benefit that they obtained from HDP was insignificant. All of the Cases said that it didn't help them much since they were exposed to the ideas of HDP in their post graduate classes. HDP, a one year training program of two different modules, was stated as less valuable after completing it. In this regard the probable reason is that it is not in line with the requirements of effective PD. In the eyes of Villeagas-Riemers' (2003), new perspective of PD of which some characteristics are stated as follows, should capitalize on classroom performance of the teachers:

It is based on constructivism rather than on transmission- oriented model. As a consequence, teachers are treated as active learners - - - who are engaged in the concrete tasks of teaching, assessment, observation and reflection. - - - [In addition] it is perceived as a learning process that takes place within a particular context. Contrary to the traditional staff development opportunities that did not relate 'training' to actual classroom experiences, the most effective form of PD is that which is based in schools and is related to the daily activities of teachers and learners (Villeagas-Riemers' (2003 : 18).

Thus, it could be deduced from these Cases that HDP cannot be the best option for the PD of the English language teacher educators though this generalization needs more data. Furthermore, "While effective CPD is social, interactive and context-related, if it is to challenge participants to critically review their beliefs and ideas it must be relevant to their agendas (Day and Sachs, 2004: 24), HDP is a program in which those who are less interested in it also take part. In a like manner, though Fullan (2001) points out that the most important aspect of PD is not about offering workshops or seminars but its potential to develop a powerful habit of learning the can engage the participant in day-to-day task of development, HDP is one shot training that is given as a package within one year. In other words, this researcher also felt that HDP was a reflection of the following comment of Craft (2000):

Traditional weakness in the course-led model of PD have included ...not being linked to the needs of departments or schools ... having limited impact on practice with little or no dissemination or follow-up ... attempting to cater for people at different starting points and, therefore, not being able to satisfy all participants equally well (Craft 2000: 12).

Accordingly, its failure to satisfy the needs of the Cases was inevitable.

4.2.9. Instructors' Performance Appraisal

In the effort made to explore the relation between the appraisal and PD of the teacher educators, all the Cases asserted that it did not help the improvement of their practice despite their difference in description. For instance, Case 1 asserted that “teacher evaluation criteria were not up to the current theoretical or practical assumptions and that they were set 25 years ago in this university. He also expressed that they’re not evaluating the actual things. Students are just filling them without a sense of responsibility and they didn’t know why they feel. Thus, it is believed that it has little or no value. Similarly, the colleague evaluation had been evicted and if there were some who did it, it was filled carelessly — “They just fill as they are supposed to fill it and they fill it carelessly”, said the partner.

For Case 2 the evaluation was valueless because nothing came out of it. He asked, “Is there something that could be taken as an appreciation?” and concluded, “If there is nothing at the end of all these evaluations, I consider it as it is just a sort of task which could be done every semester, every year for the sake of doing or covering the program of evaluation.” Worst of all, this partner believed that colleague evaluation of these tertiary level instructors depended on personal relationships rather than the reality.

Similar to Case 2, the evaluation had no value for Case 3. He said, “Frankly speaking the evaluation is nominal. And even some steps of the evaluation are not carried out. We teachers know that the evaluation is nominal. No one is concerned about it. And students even do not understand the evaluation performance format –the form.” This Partner also asserted that the teachers knew that the students could not evaluate them and that the students felt that they were

not competent enough to evaluate their students. This Case also asserted that peer evaluation was also done nominally.

The other partner, Case 4 who began his response by saying “Whuuu! The evaluation... [Rising tone]” shared the idea of the others. He expressed that it didn’t work due to different reasons.

Actually most of the items on the list are not really the kind of items students can honestly give their evaluation on. The reason is for example, one of the items is, students rating the ability of the teacher. And other things is some of the items are actually not really appropriate. It is really very difficult for students to make honest [and] appropriate evaluation of the teachers.

Accordingly, neither the items could elicit the right response nor the students were able to evaluate the teacher. Similar to the students’, the peer evaluation of the teachers were ‘actually artificial’ for this Case. He said, “To me we [teachers] are expected to evaluate what doesn’t exist. However, they were not totally valueless for this partner. He asserted that he used the students’ feedback though they were given in aggregate; i.e., very good, good, etc. on each item and in spite of the existence of unrealistic evaluation of these learners.

Generally, all with an exception of one Case agreed that the evaluation had no benefit at all. One of the cases, Case 2, asserted that the university had used this evaluation for administrative purpose though he was not convinced about the relation between the evaluation and the purpose for which it was used. The peer evaluation, unlike evaluation one anticipates from professionals, was not reliable. The following description of Case 1, however, not only discloses the weakness but also shows direction to the right way:

It is just impression. In a kind of environment where instructors don’t know their friend’s office, one of the questions says, “Is he or she available at the office regularly during working hours?” And what does to be available at the office during working hour mean? It’s no explanation. What is its significance for PD? No way. And teachers don’t observe the way how you teach in the classroom. But there is a question that says, “Does the teacher involve students in the teaching learning process?” How do you know how that teacher did really do that or not without getting into the classroom? They don’t do that. It is just a form filling process.

The appraisal of the Department Head, too, was not different in relation to PD of the appraisee. As it is reported by all the respondents, therefore, the evaluation had little or no benefit to

enhance the PD of all the partners. However, it served administrative purpose; that is, offering promotion.

4.2.10. Misconceptions on Research

Some of the ideas pertinent to research that can be categorized under knowledge transmission belief of learning worth considering since research is a form of PD. In this regard, Case 3, who said research is part of PD, said, “When teachers get old, they go to research.” Moreover, one of the three general objectives of the Department that is stated in its course catalogue was conducting research in the high schools. By implication researching in the university or the teachers in their own teaching was neglected.

Moreover, one of the informants, a member of the Academic Commission, expressed that one of his requirements from his teachers was that the teachers should base their teaching on research. Though this is important, researching into one’s teaching was not mentioned. “The purpose [of teacher research] is to bring about change in the classroom or institution ... serve as a basis for PD” (Robson, 2008: 100). Thus, research should not be seen as it is viewed as in the case of the applied science model in which it is divorced from practice but accumulated general knowledge that can be disseminated and implemented to change practice in all the contexts — where the research is framed towards the attainment or application of pre-defined ends.

4.2.11. Attitude Towards the profession

In the endeavor to know the attitude of the Cases towards their profession, all the Cases responded that they like it though cause for their motivation differed. For Case 2, his motivation was the opportunity he got to enhance his educational level that was related to upgrading his career structure. He also expressed that his motivation emanates from the enjoyment that he got when standing in front of his students in the teaching learning process. The other case, Case 4, replied that he liked the profession and stated his reason that it kept

him alive because he always thought of reading. However, he also indicated that he was not satisfied with the present status and that his reading was not related to his profession. He said, “I am not well satisfied because here you’re paid a salary which is hardly enough to squeeze you through the month.”

The third partner, Case 3, who decided to make a ‘shift of focus’ also stated that he liked the profession.

I like the whole profession. I like teaching as a whole. And I know that teaching involves learning. I like this part of my profession. And I like helping students. I like advising students. It is interesting. And I guess all aspects of my profession. I don’t have any aspect of my profession that I hate. Well, I like teaching. And I remain in teaching.

This partner stated that he had joined another department for his further study with an intention of shifting his focus from teaching to research. According to this Case, his motivation for this shift was personal; i.e., the intention to help the disadvantaged social groups whose problems were hardly attempted to be tackled. Thus, the view of this partner was that though there would be a move from English language teaching to another field of study, the entire process would not be deviating from the profession of teaching. However, according to this Case, the dominant activity was anticipated to be research although there is a link between research and PD and he pointed out that he wouldn’t abandon teaching.

Similarly, Case 1, who stated that he liked the teaching profession also asserted that he had shifted in his field of study. This Case, who liked teaching because of the relationship that he had with his students and the interaction and the opportunity that it gave him to know lots of people seemed to be pessimistic about teaching especially in the Ethiopian context. He said the future of teacher education is blurred and that there was policy confusion. And concluded that sitting and waiting for clear direction was ‘just a waste of time’ and decided to change his area of specialization for his PhD. Accordingly, in spite of serving in the profession to bring about required changes in the areas of knowledge, skills and attitude of the learners, these vanguards in the field, teacher educators, lack interest in teaching.

4. 2.12. Different Factors for the Dissatisfaction of the Cases

In an attempt made to investigate diverse aspect of the Cases in relation to their PD, most of the partners had revealed dissatisfaction that was attributed to different factors. In this regard, Case 4, for instance, was not satisfied by the payment he was given at the university. He said, “It doesn’t squeeze you throughout the month.” Case 3, on the other hand, was not satisfied by the performance of his students. He expressed that they didn’t deserve to be here and that they are not demanding. For this Case, this cause had affected the performance of the teacher educators. Case 4 also shared this dissatisfaction and attributed it to his students’ poor performance. In addition, three of the Cases, 1, 2 and 4, were not satisfied by the relation that existed in their department. They expressed that individualism prevailed. Besides, while both Case 1 and Case 3 were not satisfied by the relation that the management of the University had with the staff, Case 3 had additional cause of dissatisfaction — discontent by the action of the department “when it comes to defending the rights of the teachers”. Thus, although satisfying everybody is impossible, considering the issues was important for they pave way for further research and their likely effect to affect PD negatively.

4.2.13. Recommendations to influence classroom performance

In the effort made to assess value the participants of this study give to PD by asking them some of their prime tasks in the teaching profession, the feedback obtained also indicated some similarities that paid less attention to PD. The feedback obtained from all revealed less concern for PD as a priority. For instance, Case 2 said friendliness to students and tolerance are the most important requirements of the profession. In addition, when asked about three to five things that were likely to change the actual classroom performance, he added endurance and creating positive atmosphere in the classroom in addition to the aforementioned two.

The other partner, Case 4, unlike Case 2, capitalized on only one issue as a recommendation — commitment. Though commitment encompasses PD, some of the mechanisms this Case recommended to materialize this commitment, however, did not indicate the requirement of transformative professionalism — critical inquiry into one’s practice and reflecting upon it in a

collegial environment were not mentioned. Similarly, the other partner, Case 1, also did not recommend PD as a priority. This Case rather emphasized on the general policy issues when talked about priorities in the profession. One was his emphasis on the importance of having clear direction about teacher education. To sum up, regular updating of one's knowledge was neither considered nor mentioned.

Distinct from Cases 2 and 4 but like Case 1, Case3's recommendation of three to five things of priority in his profession addressed policy issues. He related some of the issue to the existing quality of the education that he felt can affect PD, the importance of need-based PD training, the significance of working on teachers' morale since PD comes from within. Most important, he called for comprehensive research that should be conducted by the University.

To summarize, the semi-structured interview had attempted to address diverse issues that are related to the PD of the selected Cases. The past experiences of these Cases were assessed and found to tilt towards the knowledge transmission view. All these were related to their beliefs that were constructed in the course of the study. In this regard, while the experiences and teaching-learning practices of the past were observable, the present learning theory and its tenets were less recognized in most cases. Different views and understandings the Cases had about a teacher and teaching, their actual practices of teaching, perceptions and management of teaching materials and other views that could be aligned to positivism rather than constructivism were reflected. As a result, further scrutiny into the issue was felt to be important and a mechanism to look at the general picture of the Department in a wider perspective was desired and designed. Though the intention was not to generalize, therefore questionnaire was utilized. The next sub-section addresses this intention.

4.3. General Perspective of the Department: Feedback from the Questionnaire

In an attempt to widen understanding and obtain general picture of the Department, a questionnaire that addressed some areas of the semi-structured interview was also distributed to the other teacher educators of the Department. In this regard, although the intention was not

to generalize, the feedback of this instrument was organized and analyzed so as to present it side by side with that of the Cases and the other informants of the study.

Since one of the items inquired the teacher educators to define a teacher, the definition offered for a teacher differs similar to that of the Cases. Two of the respondents provided a dominant role for the teacher. For the one, “A teacher is a person who educates the uneducated person.” Similarly, “A teacher is a professional who moulds his/her students behavior and way of thinking in accordance with the expected outcome,” for the other. In this regard, while the former expressed a teacher as a source of knowledge, the latter view of molding is related to Crafts Model in which the teacher is a master model to be imitated. This was also alike to that of Case 2 in which the learners were expressed to develop different personalities through imitation.

Similarly, a member of the academic commission, who placed a teacher in a continuum — a master of a classroom from one end and a facilitator at the other — also defined a teacher. He said, a teacher is “A creative, outstanding person who understands not only his subject matter but also his students, the curriculum and the societal needs ... He is who develops holistic personality of a child ... He has to be mastering the subject matter, its delivery, and in the delivery you expect a methodology He has to have the skill of delivering information in a precise way.” So is a source of knowledge. For the other member of the Academic commission, “A teacher is everything.” The others, however, expressed it in line with the current understanding or view of learning. They said that a teacher is a facilitator, helper, moderator, organizer, feedback provider, and a learner. Here, too, in one instance where ideas were mixed, a teacher delivers, in fact, which has to be seen in the broader context of the definition as well as foreign language teaching where it also has the possibility to be true.

Similarly, difference was also observed among these respondents like that of the Cases in defining teaching. One of the respondents, in fact another who deviated from the definition of a teacher, said that teaching is “shaping or molding others in the right direction. It is exposing others to real world-life. It is changing bad attitudes or bad behavior so that individuals become productive.” In a like manner, the other defined teaching as “The activities which are intended

to disseminate knowledge.” Thus, anticipating a teacher dominated class in the context of this belief of teaching was felt natural. Nonetheless, the other respondents, including the other five members of the Academic Commission, perceived teaching in a different way. It was helping, experience sharing, and a process of developing learning skills. Thus, teaching as the act of facilitating learning, a current view in the process, was reflected. Nonetheless, differences of two worlds of educational beliefs, learning as habit formation and learning as knowledge construction, were obtained.

In the assessment conducted in the other potential area of PD, the request to indicate the relations these teacher educators had in their workplace, revealed different perceptions in spite of its distinction in content. In regard to the relations that existed among the teacher educators of the College of Education, half of the respondents felt that it was good and very good. Their reasons were that there was good understanding in which there was no dispute, that they help each other on different issues as needed, and that there was no significant problem observed. One rated as fair because they didn’t work in close cooperation with one another while the other was not able to tell due to lack of opportunity for socialization as every one was doing his/her work and ran to home. Similarly, the last was not able to tell because of the large number of the staff of the College. These responses of the Academic Commission, too, were also important data for the research in validating what the cases of the study revealed: individualism or balkanization. Like the feedback of the Cases of this project, therefore, these findings did not show any opportunity of PD at revealed or paved way for collegiality.

Furthermore, the relation that existed among the colleagues of the Department was not distinct from that of the Cases. Four of the respondents rated this relation positively — Excellent, Very Good and Good. One stated his/her reason as “Sharing of common ideals, good cooperation, transparency, and appropriate team spirit.” The other two who said Very Good asserted that they care for each other as a family and that they were working together cooperatively with good spirit. For one member of the Academic Commission, “The working culture is cooperative.” Here, though one respondent was not able to tell due to the ‘ambiguity of the term relation’, the last who rated it Fair said, “The staff do not understand each other and do

not work in collaboration.” Thus, except the last two, the explanations given by these respondents were similar to that of the Cases – not on the track of collegial PD.

Moreover, this study had assessed the kind of actives that these teacher educators were performing among themselves in their department. Hence, one respondent who said that there was harmony and sharing of both ‘cry and sorrow of colleagues’ in the Department asserted that they did nothing together in terms of accomplishing tasks. Concerning this, like that of the Cases, setting exams and sharing teaching loads were the most frequent duties mentioned. The other was writing modules. Thus, the feedback revealed that the administrative routines dominated the situation. Unlike that of the Cases, workshops, seminars, research, organizing events for the graduation and creating farewell event for colleagues were stated. These, too, were validated by a member of the Academic Commission of the Faculty who expressed similar view. Though some tasks that have potential for PD such as workshop, seminar and research were mentioned, these, too, were the results of contrived collegiality rather than collaborative.

Besides, to explore more about the issue under scrutiny, one member of the Academic Commission was also asked to state what he would expect from his teachers. Accordingly, he said that he wanted teachers “Who base their teaching on research itself but not only on what they know ... not only based on the knowledge teacher. They have to make use of the experiences and the results of the research. In addition they are also needed to be fit to the required standard and develop their confidence.” Thus, the glaring point here was that teachers were expected to use the research of others rather than researching in their own context; in other words, questioning their teaching, reflecting upon it, researching that and executing it was not emphatically stated. Thus, though this is possible, it has its own implication that could be aligned with the general picture — application of knowledge. In addition, continuous learning was not mentioned though this respondent explained teaching is also learning.

Similar to that of the Cases, linking the understanding of PD of these teacher educators to the present requirements of their professionalism was also addressed. Accordingly, except for one respondent who said that PD was a day-to-day task of updating or upgrading oneself with new teaching approaches, subject matter knowledge and other ethical activities, for the rest it was

training. One member of the Academic Commission expressed similar to that of the former group — tasks less related to classroom teaching. One other respondent of the questionnaire said that it was knowledge one gains through college degree, course work and attending workshop or conference. In all the responses, except one, the understanding of PD was the deficit model. Unlike that of some of the Cases of the study, reflection and continuous self evaluation, the requirements of transformative or modern professionalism, were not reflected.

On top of these, these respondents, too, were asked if there was any PD opportunity in their department. In their responses, four of these teacher educators stated HDP and PhD programmes. One out of these in fact added another — training. The remaining two, however, asserted that there was no opportunity for PD. Accordingly, the personal efforts mentioned by the Cases of this study were either neglected or were not considered as PD. Here, too, the expectation was external provision rather than personal efforts. For the member of the Academic Commission, “HDP is a wonderful program that enables its participants see the real situation of the school ... It also motivates them to make use of the active learning ...but participants sensed that they were not able to execute the methodology they learned there may be due to class size.” By implication, therefore, it was a training program that did not address the immediate need — managing large class. The other member of the Academic Commission, however, said it helped him exercise what he theoretically knew before attending HDP.

In the same way, the view of these teacher educators towards staff performance appraisal of the Department and the value they attribute to it was assessed. Similar to the Cases, two of the respondents stated that it had no value. While one said it was ‘superficial’, the other expressed that it was of no use. The later, who said, “Promotions, assignments, and appointments are granted based on political affiliation, regionalization, and ethnic factors,” had not seen the value of appraisal in terms of PD. The other three respondents complained about its irrelevant format and items of the appraisal instrument. The last who said the scheme of the evaluation was not bad and that it was being abused by students and colleagues, expressed that it served only administrative purpose. Thus, the impression that these teacher educators had about staff performance appraisal could be said that was identical to that of the Cases. Both members of the Academic Commission share the same view in this regard. One said that it was not well designed and that it is not for developmental purpose. The other also said it was conducted

nominally just for the sake of conducting and used only for promotion. Thus, the program managers who enforce its implementation as well as all the consulted instructors shared the same view.

Thus, though the intention of the study was not to generalize, the similarity of responses that existed between the Cases of the study and the respondents of the questionnaire revealed the possibility of generalizability in the area of the study. This, in turn provided a vivid picture of the department and its working culture. Thus, the aforementioned individualism — a situation in which collaborative collegiality was not observed — seemed to be generalizable. The influence of the transmission approach to learning and the existence of various tenets of this learning theory that is linked to positivism, too, could be generalized. The other requirements of transformative or modern professionalism such as appraising one's performance and reflecting on it in order to improve practice and make learning continuous, too, were not reflected.

4.4. The Peer Appraisal

In the process of testing the proposed approach to PD, the peer appraisal process had pre-observation discussion, lesson observation and post observation feedback and professional reflection sessions. In all the cases, during the pre observation session, objectives of the lesson, methods to be employed, assessment tools or strategies and selected developmental focus areas were presented in line with the format designed for this purpose [See Appendices 10 and 11]. Immediately after this discussion, lesson observation followed and then later the peer feedback and the professional discussion. The feedback obtained from this aspect of the study indicated a promising result in relation to the desired objectives. The details are as follows:

4. 4.1.Reflection Session of Peer Group A

In this sub-section, some findings of the peer observation and feedback sessions of Case 4 and Case 2, who observed each other's classes, is presented.

4.4.1.1. Observation of Lesson of Case 4

In the course of using this strategy, the first classroom observation and reflection conducted between two peers, Case 2 and Case 4, was not only a developmental that resulted in learning but also a discovery process in which views that were different from recent learning theory — constructivism — were reflected. In this process, the recognition of inclusion of additional objective in the teaching learning process when the situation demanded; neglecting adapting the stated objectives of teaching materials to the actual situations and needs; perceiving examinations and tests as the only means of checking learning; the ineffectiveness of using the lecture method in teaching vocabulary; and problems related to not involving many students in the teaching/learning process were discussed during the peer discussion sessions and some of them were admitted as flaw and as a result believed to be well taken. The details of the discussion, some of which look like question and answer, follows:

The post observation discussion of the lesson which was conducted after a day of the observation had three major areas of concern: the self-appraisal of the observed teacher, the observation feedback and professional discussion session in which learning was observed. In this process, the observer was asking some questions following the format which tried to assess the pre planned activities and facilitate self appraisal of the observed teacher educator. Accordingly, the observed teacher educator, when asked by the observer what his objectives were, he added one additional objective that was not mentioned in the pre-observation discussion session; i.e., that was to give opportunities for the students to practice various ways of grouping words.

Though the third objective was not planned beforehand, its appearance after the lesson could be an indicator of learning in the process of teaching. This objective had the potential to make the previous knowledge-base objectives a better one – practice oriented objective in addition to the previous knowledge-based. Nonetheless, giving opportunity by itself, according to the belief of this researcher, seemed to be less likely in its potential to be stated as an objective.

The other point that appeared in the process of this discussion was the belief on the teaching materials and the objectives in it. When the observer asked if these objectives were only his objectives or shared by other instructors, the response of the observed was “Yes, they are shared.” In addition, when the observer asked again, “So that means you believe that all instructors just do these tasks with the same objectives just like you?” the observed teacher confirmed emphatically. He said, “Certainly!” Justifying his reasons, the observed teacher also said, “They’re objectives that must be shared by other instructors because textbook that we use in teaching that course requires us all to have those objectives.”

These responses of the observed teacher educator, however, were important elements for the research though the observer did not respond or react to this reply. In this regard, whether these objectives were given in the textbook (course module) as they appeared in the discussion needs further investigation and confirmed that they were the same. The question of the researcher was, even if they were stated in the same way as they were presented, what is the role of the teacher in adapting the material to the context? Though this view was also reflected in the interview session and commented upon, this was likely to make the previous interpretation of the belief of this Case which revealed less attention to the actual classroom more reliable.

Besides, the other important component of learning that was obtained from the process was when the observed teacher was asked a question that led to a comment — what he would think the learners had learned from the lesson. In regard to this he replied the following:

Actually it is hard to say exactly what they learnt in the lesson because you need to set questions. Set exams for them and find out what they know and what they do not know in order to decide of this question. But from what they did in the tasks, I believe they learnt quite a lot of things. For example, they knew or they learnt how to group words in different categories using different criteria. They also learnt that a word has many features. And students need to learn all those features if he or she is to use the word in communication.

Accordingly, the value of checking learning was given less importance since examinations were stated as the only alternatives. On top of this, the observer seemed suspicious about the claimed learning. His following description of the setting and question – “When I observed,

you introduced the day's lesson as it was vocabulary. And I observed that you were just lecturing. It seemed to me as it was just a lecture. To what extent do you think that lecture method creates a sort of practical kind of language use in the class?" – were likely to cast light on this doubt.

However, the response the observed teacher by justifying the lecture he offered and his rationale for it were the other points linked to basic belief of the teacher educator although the observer did not react to. He argued:

Lecture was in the first 10 to 15 minutes. I had to lecture that because they need to have some background actually – some sort of background that would help them exploit what they already know in relation to the topic of the lesson. That was why I lectured them from 15 to 20 minutes I guess. After that I made them work on the tasks. They carried out those tasks and they must have learned something out of that.

Accordingly, it is the teacher's lecture that provide information or knowledge that enables the students bring their background knowledge to the lesson; in other words, instead of making the learners bring their experience to the lesson and letting them construct their own meaning from the lesson, the information of the teacher is made to guide the practice. This, indicated that the belief of this Case that was mentioned during the interview session of this study.

The other area of interest that the researcher asked so as to get feedback as a self-appraisal strategy was the classroom procedure or method followed by the observed teacher. Regarding this, the Case illustrated, "The teaching procedure I followed in my teaching, first ... I did lecture. And then I made them work in groups on the tasks. And after that we discussed the questions on the tasks together – the whole class as a group. These are the procedures I actually followed." Though the idea of the whole class as a group was not clear, the whole thing needed to be seen on the recorded lesson. How was the group work managed? What was the nature of feedback?

Similarly, the observed teacher educator was also given a chance to reflect on his most and least effective parts of his lesson in which his measure of effectiveness was questioned. In relation to the former, the Case replied the following:

The most effective parts were my accomplishing what I set out to do. So I really tried my level best to help students learn as much as they could from the lesson in general. And I also believe that the students were able to gain something out of it as a result of my talking, explaining things, giving them opportunities to express their ideas and so on. So I believe that that part of the lesson is effective.

Accordingly, the effort and planning of the teacher were the measure of effectiveness. Nevertheless, this response initiated the researcher to raise a question: Can accomplishing what was planned to be done alone be a measure of effectiveness? The situation could be, therefore, the pre planned assessment strategies were either not utilized or less effective.

Concerning the least effective part of the lesson, even though it was not recognized by this case, the peer observer reflected on his observation of the least effective part of the lesson that could be related to neglecting the equity of educational opportunity. He said, “I observed during that lesson that you focused on particular groups of students to participate. I don’t know why. May be that could be what I call it the least effective part of that lesson. All students did not equally participate.” Nonetheless, this idea was not accepted as a weak point of the lesson though the researcher also witnessed the truthfulness of the comment by looking at the recorded lesson later. He said, “I tried really to share the questions equally amongst the students.”

Thus, asking the whole class questions but accepting the responses of few who responded to the questions without creating a mechanism to accommodate the other students, the slow and the average learners, was considered as “Sharing the questions equally amongst the students.” In this process, instead of looking at the recorded lesson and trying to obtain lessons from it, justification of the action was attempted. Thus, compared to the view of what a teacher was, a source of knowledge, and the belief that was observed in different contexts, knowledge is provided, this stand was no wonder. This, too, indicated the nature of professionalism.

Furthermore, the problem the observed teacher educator encountered, the remedial action he took and what he would do differently if he were to teach the lesson again were the other areas of discussion. In this regard, the observed teacher educator replied, “the major problem I encountered then was I couldn’t keep the pace of the lesson. Most of the students were not

really able to go as fast as I expected them to.” And this Case stated that he made no effort to solve this problem because he felt that ‘it was a challenge that one could find a solution for’.

Although this, too, was linked to the belief of the teacher educator, the last self appraisal was educative. Unlike the other cases who were talking about bringing the lesson down to the level of the students (Case 1) and trying to bridge the gap by building background knowledge (Case 3), this case had given no reason that would be related to learning theory of constructivism. While the humanistic view tries to accommodate the need of the learners, the exercise of this Case did not. Thus, this was also felt to deviate from transformative or modern professionalism that gives due concern for ethical issue — ‘altruism’. The last, things that would be done differently, seemed to indicate that peer observation was a learning process. This observed partner replied the following in relation to this:

From the weakness that I had from that lesson, I may do certain things differently. For example, I didn’t write the topic of the lesson. I never thought of putting the topic of the lesson on the board. So I would do that if I were given the second chance to do it. The other thing is I wouldn’t lecture them on load. *So instead of I lecture them I would make them exploit their power of knowledge on the topic. And that would make the learning better.* [My emphasis].

Thus, both comments of the observer were well taken. The latter, the importance of exploiting the background knowledge, the contribution of which was not recognized during the interview session could be considered as vital since it increases the role of the learner in the learning process and links learning to past experience so as to enrich the present . The belief of the partner that was repeatedly reflected as giving a ‘comprehensive input’, an idea that was equated to lecture prior to learning so as to facilitate bringing the background knowledge to the learning was challenged as a result of the self appraisal in which he learned.

Generally, the response of the interview and that of this peer discussion session seemed to imply that the learners must get theoretical input to interpret the current practice. The same appeared from the lesson recorded for self-appraisal. Accordingly, the students must ‘first know the knowledge’. In this regard, knowledge imparted beforehand, which means knowledge is transmitted before practice, so as to direct practice. Thus, this strong belief that could be aligned with the applied Science model of the teacher education — knowledge provision rather than construction — was observed in practice. This in turn, which could be

categorized under positivism takes the existing knowledge for granted. As a consequence, the chance for critical reflection on one's teaching that was in line with modern view of professionalism was less. With this belief therefore, though learning was likely to take place, the depth of the lesson and its power in influencing action would be less.

4.4.1.2. Observation of Lesson of Case 2

The second peer observation that was conducted between peers of this group, Case 2 as the observed teacher and Case 4 as observer, was also important in terms of realizing PD and indicating beliefs that were not in accordance with the recent theory of learning. In this process, while identifying the gap between what was planned and what was actually practiced in class and as a result considering other way of teaching the lesson was the learning outcome, equating presentation of a lesson to achievement was identified as a view to be improved. In this Case, too, the post observation session had the oral self-appraisal report that revolved around the aforementioned points and the peer observation feedback.

This post observation discussion had also indicated some area of weakness that was similar to the previous Case, the observer, when Case2 asserted that the students had learnt because he presented it in a logical sequence. In this instance, the observed teacher reflected that he had attained his objectives because he presented his lesson step by step. While presenting his reason for saying so, he said, "I tried to present the topic from beginning because the students had the copy of the lesson. I just asked them to do actively and try activity by activity or one task following the other. That way, I think I achieved my goal." So, logical presentation was an evidence for learning — attaining goal.

The other instance of this was mentioned when his partner was asked if the students had learned from the lesson. In this regard, he expressed his reason for the confirmation of the learning process by trying to defend what he did though he changed his mind later. He said, "They learned the difference between a topic, a title, a topic sentence and the purpose of writing a paragraph specially the difference between topic and title. I think this was a big problem on the part of students. So when I present that lesson, the students clearly understood

what major difference there could be between a title and a topic.” Accordingly, instead of relying on assessment and the result obtained from it, gradual presentation of the lesson and its tasks was considered as an evidence for learning.

In spite of the claim of the observed Case that students had learned by mere presentation, however, it could be concluded that this educator had learned from the process because his self appraisal had shown him the gap. When asked what he would do differently if he were to teach the lesson again, the observed teacher said, “Based on my first day’s lesson, because I discovered that for some students the topic itself was a little bit difficult I could think of [or] I could plan a way of individual task, presenting individually for the students to write a paragraph. That way I think things could be in a better situation.”

This was also what the teacher educator perceived and reflected on as a weak point of the lesson that could be a lesson of the self appraisal. He said:

Regarding the least effective part of the lesson, I didn’t give a sort of task which I would like to see the students doing individually. Because I think I forwarded the task to the students and the students were asked to do first individually then in pair. May be I didn’t follow really what each individual student was doing. But rather I focused on what they were doing in pair. And I just took that as a positive aspect of the lesson.

Thus, this reflection on the least effective part of the lesson revealed the gap in the process and the claimed learning. In addition, the comment of the observer that was recommended for improvement and his perceived modification of what he would do differently if he were to teach the lesson again, reflected that his intention is to address the constructivist view of learning that takes into consideration the ability of learners so as to involve them in the process of meaning construction. This observer teacher said, “The only thing I have here is that I observed many of your students found it to be hard to answer your questions. So I think there was a problem there. I don’t know whether it was a problem for you or not. I feel that these were problems.”

Similarly, the suggestion of the observer that was mentioned while describing what he would do if he were to teach the same lesson reflected another alternative that reinforced the self-

observation of the observed teacher. He said, “One little thing I could do was [or] is that I would make tasks a little bit easier so that I would ensure the participation of the students in the class discussion.” However, the comment was not well taken of but with some reservations by the observed teacher. This Case tried to give his justifications on the difficulty rather than accepting the idea of the observer. When the observer gave his feedback on the least effective part of the lesson, the observed teacher said the following:

May be, yes. I agree. But I am afraid that the problem may not be necessarily because of my strategies of presenting the lesson or something like that. I think the students were not prepared at all. So they just opened their handouts that day because the lesson was prepared for that day. Then they took everything which I was presenting as a sort of a new kind of thing. Otherwise it was in their hand. I believe that after my introduction of my lesson that day every thing could be clear. Because they could just take what was not clear during that lesson into their home or to their dormitory and when they revise their handout, they will get it, they will find it.

Thus, this partial agreement, though seemed to be attributed to the students, the improvements the observed teacher would make if he were to teach the lesson again, designing tasks that is likely to accommodate individual learners, confirmed the acceptance of the suggestions of the observer.

In regard to expressing their impressions of the peer observation and reflection session, this process was perceived as a learning process for both the observed and the observer. With this regard, in the reflection session conducted after the observation feedback session, both partners asserted that the peer observation and feedback was important for their PD. Case 2 asserted what he learnt from the class of his peer, case 4, as follows:

What I learned from his lesson was in all the flow of the lesson. You know really instead of repeating, twice, three, four times the same thing. [This is] may be my problem. This could be related to that. I think the pace of the lesson was very interesting. And in fact whether the students were moving with the instructor’s pace could be in question. But in terms of the coverage of the lesson I think that is something good which I learned from him.

Similarly, Case 4 also stated that he learned from his colleague, Case 2. He pointed out the lesson he obtained as follows:

One thing I could learn from my colleague's teaching is that it is important that one should make a topic clear to the students. And [the other thing is] getting students into doing tasks and ensuring that they are interested to learn something from that lesson. So these two things I could learn actually from a colleague.

Thus, making a topic clear, involving the learners in the learning process, activity that is likely to result in materialize meaning construction of the learners, and accommodating the interest of the learners which is the affective aspect of learning were stated as lessons obtained in the process. Consequently, the process was a developmental one.

Accordingly, although the belief or theoretical foundation of both English language educators was also reflected on and related to this peer appraisal session, the process was beneficial. Unlike an observation that could have had poor feedback or one which could have been inadequate as a result of "being rushed, judgmental, one-way and impressionistic" (Bollington in Bradley, 1991: 39), this was felt to be effective.

To conclude, since the importance of providing the activities that could involve all the learners in the teaching learning process in order to facilitates their knowledge construction, an idea that could also be viewed in terms of educational equity, was raised among the teacher educators. In addition, recognizing the importance of incorporating practical activities that would involve individual students this process was likely to develop the skills of the Cases. Rather than emphasis on theoretical discussion, it seemed that they both emphasized the importance of adding more accessible practical task that is revealed through practice. Thus, this critically thought over reflection that indicated humanistic view of learning, concern to accommodate the need of the learners and involving them in their own knowledge construction, could be considered as a basic component of learning. The peer appraisal process was developmental for this Case.

4.4.2. Reflection Session of Peer Group B

The second pair of the peer observation that was conducted between Case 1 and 3 had also some potentially strong input that realized PD of partners. In this process, the friendly greetings, informal chat and jocks that the Case exchanged before the pre-observation

discussion was a good indicator of the closeness of the peers. In this regard, though the researcher felt that this was a potential data after he attended their peer feedback session, it was not recorded. The detail of process is as follows:

4.4.2.1. Observation of Lesson of Case 1

Though the observation had a pre-observation discussion in which focus areas were identified similar to the others, the observer initiated the discussion by creating good rapport expressing that his intention was learning from his colleague and that he was fortunate to observe class of that experienced teacher, the session had longer discussion. In this peer observation discussion that emanated from observer's questioning of the objectives and methods of the observed teacher, different ideas were reflected. Some of these were questioning to what extent giving models was effective in teaching writing; the link between theory and practice; how to manage students' negative attitude towards writing and developing writing skills; and the idea of focusing on covering courses rather than the learning process.

At the beginning of the process, the observed teacher also introduced his planned lesson, objectives, teaching methods and assessment mechanism. With this regard, his plan was offering expository paragraph and enabling them develop certain sample paragraphs. By so doing, he expected his students to understand the difference between those expository paragraphs and the way these paragraphs were developed. He also mentioned types of few of the paragraphs that he designed to talk about – five different ways of developing expository paragraphs: illustration, listing, defining, and giving reason and analogy. Then, describing his method of teaching, he said:

These sample paragraphs will be given to the students on the board and the students are expected to identify the way things are organized and how things are different from one another also [this enable them or help the] to compare with what I have done in the previous session — that was writing descriptive paragraph.

Besides, in the process of teaching writing expository paragraph, this partner also stated that he would use individual and pair work methods of teaching and that his assessment mechanism

would be class participation in addition to his plan to give them assignment for each strategy of developing expository paragraph.

However, the observer asked, “There are different ways of developing a paragraph which is expository. And I wonder why you have selected using a model paragraph to help your students to understand how expository paragraph could be developed.” In his response, the teacher to be observed replied the following:

I want to provide examples first and based on the examples then students to write their own paragraphs. But first I want to give them some examples. Last time *I made some explanation of lectures on what expository paragraph mean* and what expository writhing do really require. But today, they *have to look at different models* and also their own models especially on the way *how they set their topic sentences* that would lead to these different types of expository paragraphs. This would be the focus of our discussion. And it is just *to make things practical*. That is why I choose this approach. [My emphasis].

Accordingly, the students were expected to take down examples and then to write their own paragraphs in line with those examples but a task that was left for their future use rather than exercising it in class. In this regard, giving models was not wrong. But in teaching writing through models, Woodward, (19991) recommends, “(a) let them have a go to some written work first and then tell them where they went “right” or “wrong” later, (b) provide them with a model to start with and then let them approximate it.” In this instance, however, both were not attempted.

In addition, since they were given lectures on expository paragraph in the previous class, these varieties of models were given to fulfill the expectation of their production of their own paragraphs. The theoretical input about expository paragraph was also intended to facilitate learning for the latter practice. In this regard, this seems in line with technical rationality. “Technical rationality ... disconnecting theory from practice and sending young people into the world with heads full of ideas and ‘answers’ but little experience in producing more effective action (Lueddeke, 2003:14).

In a similar way, this partner, who asserted that he started his teaching of writing from sentence level and who stated that he had completed the theoretical discussion about the differences

between descriptive and expository paragraphs, reinforced the same view in another instance. He stated the activity of the day and its rationale as follows:

We did that in our class before – types of sentences, different sentence writing and we moved to paragraph writing and we have tried, we have talked about elements of paragraphs and some basic principles of or qualities of paragraph writing. We did [the differences between expository and descriptive paragraphs] ... already. Theoretical differences are what we already treated in the previous session. What we are going to do today is, we are going to practice, look at the practical difference of this type of paragraph. First we talked about descriptive paragraph and we did that. Now we moved to the expository and the next class definitely will be the argumentative.

In this case, too, theory precedes practice and guides the action. Instead of constructing theory from practice, the practice was desired to follow the given frame or structure of the teacher.

In addition, when the observer was asked whether he followed the process approach to writing or not, his response indicated another area of concern that could be viewed from different perspective. In his response, Case 1 stated that he would use both the process and the product interchangeably. When the one was exercised in the classroom, the other was planned to be given as homework. However, the justification given for not using group work in the attempt to enable the learners generate ideas in groups, practicing the process approach, called for the attention of the researcher for further scrutiny. The usual classroom procedure of this partner, Case 1, was described by himself as follows:

Usually pair works because this class – this class – I usually use pair works [for this group] because they are only 19 or 20 students. So I just group them in pairs. But not usually [for others]; this time these are summer students. *In the summer session the time is short and we have to cover a lot. And we don't give much time to that kind of discussion.* And sometimes I prefer the students to do it at their home before they come to class – the process - and come with the product. [My emphasis]

The same idea was mentioned again during the post observation session. This partner said, “The summer program is very short and in order to cover lots of topics in a short time I was in a rush. And I feel that was one of the pressing problems I had during the lesson.” Accordingly, it seemed that covering courses was given priority to the learning process.

Besides, the problem the observed teacher mentioned as justification of his actions was also commented upon by the observer and this became an input for PD in regard to classroom management. In the process of implementing his lesson, this partner indicated that he encountered two problems: shortage of time though he used dictations and small size of the white board to write model paragraphs on. However, the observer recommended possible solutions that could be a lesson for the future. He said, “And dictations, you dictated these model paragraphs and it may not be possible to write the whole thing as you already said. The board was too small to write on. But given the shortage of time, I felt at this point that you could have given them print out” Accordingly, the recommended solution was effective to address both problems — time to write on the board for the teacher as well as to copy down for the students and space problem. Thus, this recommendation was a potential lesson for PD.

The other educative process of peer discussion session of the study was related to questioning strategies deployed, the mechanism of making revision effective and the issue of focus. In the first instance, the observer appreciated the nature of the questions and the questioning techniques the observed peer utilized. The observer also affirmed that it was so effective that it could be a lesson for him. However, he commended that the students would have been given wait time. He said, “I felt that you could have given them enough time of thinking. And you asked questions and you demanded the answers on the spot.” In addition, the way the observed teacher made the revision of his previous lesson was suggested to be conducted in another way. The observer asserted, “But you could have given the students the chance to talk about what they had learnt instead of yourself doing the revision.” Similarly, the issue of focus was also raised and suggestion was made in relation to the importance of reducing the number of examples. The comment was as follows:

And focus, I am afraid well, you seemed to lose focus particularly in adjusting the last session of your lesson. First you were talking about a topic sentence, you were talking about different ways of developing an expository paragraph and you seem to give different examples, and you didn't have enough time for your students to work on one example just giving one example you went to another example. May be instead of having many examples you could have had, may be two or three examples.

Being an open minded to accept constructive criticism, the observed teacher educator appreciated the comments. Though he related some of the comments to time pressure and the

demanding nature of the students that emanates from their desire to learn and write more, his reaction to the recommendations of the peer observer was encouraging. He expressed his feeling as follows:

Thank you. I agree with all the comments that you have given specially the problem of the wait time that I give to my students. Yes, that is the problem. You know that it is the last week of the term and we are supposed to cover some topics and the summer program pressure is reflected there. Even I think the lose of focus or lack of focus that I have is a result of this one. I wanted to do a lot of things. And as I have told you in the pre-observation discussion, [I had] seven, eight things to cover. But I only did to cover five even in this speed. So then it will be one of the problems, I agree. And it is a matter of belief about the examples and then yes you're right. It is better for students to explore each and everything in depth rather than giving too many examples.

Accordingly, the peer observation and reflection session of the study was educative since it realized learning of the observed teacher. In this regard, Case 1 said, “. I agree with your comments. Thank you. It is really good to have such comments from a colleague and such constructive ideas which would help me to look at some of the points that I hadn't observed myself very well.” Thus, this process seemed to prove the following:

Collaboration was not just a form of educational information exchange where techniques and experiences were not traded, nor ... was it just a process through which the more experienced teacher could give guidance to his junior colleague ... the outcome was much more than the two contributions because of the interaction (Convery: 1992: 104).

Thus, in a context in which openness is coupled with trust, learning exceeds routines.

The peer observation discussion session was also a session in which the observed teacher attempted to make the process a learning not only by asking questions but also requesting for reflection by putting forward his own problem. The observer said, “Some students do not like writing. I wonder how you help your students because in my class I have students who do not like writing. They think that writing is painful and that it is not something that they cant learn easily like speaking. So do you have such students in your writing class?” In response to this question, the observed teacher recommended his solution to the problem after stating the unique case of his class as follows:

Definitely there are. But in this class, the students I have are matured students and they know why they need writing. But there are students who hate writing completely. The easiest mechanism to help them learn writing is teaching them through hands on, a kind of hands on training. They should get involved in the

[process] and do things and they develop through time. And then they do. I usually tell them that I don't expect 100 % exact or perfect kind of writing at the very beginning and it should be through time that they develop and acquire that skill when they go on.

Thus, offering practical activities and motivating the students to undertake these tasks of writing in spite of its difficulty were recommended as a solution to the problems the observer teacher educator encountered and also shared to his colleague – the observer.

In spite of the aforementioned strong qualities of the observed Case and his potential to learn from the process, the link he made between theory and practice in the process of teaching and his belief about covering courses regardless of the learning process were not up to the requirement of recent learning theory or practice. In the former, instead of facilitating the theory construction of the learners by involving them in the actual task, practice of producing the model itself, they were given the theory that guides their practice. In this regard the actual observation of the recorded lesson that was made by the researcher did not come across the activity of the learners in analyzing the model and interpreting it so as to develop the required skills by referring to the models. Rather, they took what they were given so that they imitate that. Thus, though this use of models was one way of learning, the lesson ended up in the Applied Science Model in which knowledge is provided rather than constructed. The idea of course coverage regardless of the lessons learned, too, is in accordance with the philosophy of this model.

This view was also repeated when the observed teacher reflected on his performance as self assessment during the post observation session in two instances. The first was when he said, “I tried to provide them some examples and based on the examples the students were trying to brainstorm on some points, on some topics, and hopefully that they will use this one as a guide when they go home and write or produce their own work using these samples.” Again, the same idea was repeated in the self assessment session. While expressing the effective part of the lesson, Case 1 pointed out, “I had tried to give simple and close examples to the students. I feel that part is the effective part of the lesson”. Thus the provision of the teacher was more emphasized than the knowledge construction of the students. This view, therefore, was likely to show the strength of the belief in this regard and its influence on classroom performance of the Case. The idea of covering courses, too, was different from the belief of constructivism

which was expressed in this study by referring to Goodson and Hargreaves (1996:84) and Day and Sachs (2004:175).

4.4. 2.2. Lesson Observation of Case 3

The peer observation discussion of this group was conducted on the reflections of Case 1 on the lessons taught by Case 3. This process, too, was a learning process that realized the PD of the partners. Unlike the learning experience of the other cases, however, more of the learning obtained in this process was attained by observing the other colleague. Some of these were addressing teaching writing through group work; facilitating group activity in such a task; the attitude towards and mechanism of managing the interference of mother tongue in group work and the importance of localizing a lesson to the knowledge and experience of the learners.

In this peer group, similar to the others, the observed peer gave some introduction about his lesson during the pre observation session of the study. He said that his plan of the day was to enable students to write essay together by taking notes from the essay they would read in class from their text. To this end, he thought of organizing a group work in which the clever and weak students work collaboratively so as to make clever students help the weak. In this process, he also intended to indicate the importance of tone in writing an essay. Thus, reading and taking notes, organizing these ideas and finally writing an essay in a mixed ability grouping were planned to be the major activities of the day.

Similar to the previous discussion, the pre observation session of this group had a discussion session in which the observers reflected on their problems and attempted to seek a solution immediately after the teacher to be observed introduced his plan. The observer asked the following:

And you are planning to address writing through group work. And I don't know how you have seen about the students' language competence in working in a group. Do you allow them to use their mother tongue to communicate and do the activity? Or do you insist them on using English? What do you think about their language performance? Because usually when I use group work in a class that is the challenge that I usually face and even students are reluctant to work in groups

In response to the request of sharing experience in order to suggest solution to the challenge, the teacher educator to be observed related his reply to his belief about collaborative learning and the use of mother tongue. The response is as follows:

Most of the time actually I fail in my plan when I teach my plan particularly in helping students to work together during writing. The point that I raise is similar to the one you raised. Well, I have the belief that if students work together, when they learn any skill they learn better. As far as the use of mother tongue is concerned, mother tongue can be used may be sparingly. And I don't actually want them to use mother tongue throughout. But when they fail to express themselves in English, they can use mother tongue. My aim is not hear to teach speaking, my aim is to teach reading and when they write, they are not allowed to use words from their mother tongue.

Thus, his belief was recommended as a solution in spite of repeated failure of his plan in using the same strategy of helping students to write together. Similarly, controlled use of mother tongue was also suggested as a means of scaffolding communication. In this recommendation, the observed teacher shared his understanding that could be allied to modern view of language learning — cooperative learning. Since knowledge is socially constructed, stating and reinforcing this view was felt to be an important input that was likely to influence the PD of the observer.

In the post observation discussion session of this peer group, the observed teacher educator was given an opportunity to reflect on his own teaching in which he expressed dissatisfaction on his own teaching. Accordingly, he presented the summary of the entire procedures he followed and activities he performed. However, his narration indicated some discontent of his performance that could partly be attributed to his previous uncertainty – lack of adequate knowledge about his students' ability. When asked to assess his teaching in relation to whether or not he achieved his objectives, this Case said:

One of the factors is that by its very nature group work is time consuming. Particularly when you group students, you need to have enough knowledge about the students background knowledge ... But using the little knowledge I have actually I tried my best to group students who could work together in which weak students could get the help they need. So I could say to some extent I achieved ... And most of the time there is mismatch between what you plan to do ... So I think this is true in most cases and it also holds true in my class ... And the other one is some students were speaking in Amharic, actually as you might have observed which is lack of good knowledge of English.

In spite of the dissatisfaction that this partner expressed, the process of peer observation had realized that there was a better teaching-learning process in which students were learning from one another and involved in the activity. In addition this process had facilitated the desired PD in both the observer and the observed. In this regard, the observer, who started his feedback with positive comments, said the following:

And it was really an honor to me to observe your classes and I found out that there are really ways of doing which I was not doing especially in group writing. Writing a lesson in the classroom and letting students working on that is one important thing I have learnt. What I usually do was that I just give them that as homework to do and come up with their points and we discuss on the points that they identified and then I would let them go. In this case I observed that many students were not doing the homework and they expect only few students. But in a way that you did or dealt with at least you can avoid students coming without doing homework.

Thus, the observer had learnt from the process of observing his colleague. Regarding this experience, Fanselow (1990) says the following:

Here I am with my lens to look at you and your actions. But as I look at you through my lens, I consider you a mirror; I hope to see myself in you and through your teaching ... When we observe others to gain self-knowledge and self-insight and when we generate our own alternatives based on what we see others do, we construct our own knowledge and engage in ... learning (Fanselow, 1990:184).

In addition, the other lesson the observer teacher educator raised was the classroom management strategy deployed by the observed Case. In this instance, two points were mentioned as lessons by the observer. One was, the peer observer said, “one of the problems that I observed is that when I give group work to the students and go around here and here and help them ... it makes me sometimes to feel idle ... and you managed that one,” acknowledged that the process was effective. The other was about involving the students in the process. He illustrated this as:

The other important thing I have learnt from your lesson is that you have been putting students in groups and you have been asking questions those students who were accessible to you, you have been interacting with them and in some cases you have been localizing the issues by relating to what they know ... You have not been feeling idle.

Thus, these were the acknowledged the benefits of peer observation process that made the Multi Dimensional Interactive Approach successful to materialize PD.

On top of this, other strong qualities of the lesson which were appreciated as a constructive and encouraging suggestion that reinforce his thinking were also mentioned by the observer. One of this was the observed teacher's strategy of making the students do the learning by themselves by creating conducive atmosphere in which the students generate ideas and which resulted in reduced teacher talk and which proved to be unlike his own class when the researcher looked at the recorded CDs for further analysis. Besides, effective monitoring mechanism of the teacher educator in spite of the constraints imposed on him as a result of large class size was also mentioned as a strong quality of the lesson though the teacher educator did not access all the students due to this large class size that the peer observer had also acknowledged as an obstacle. Thus, the process was educative.

In addition, the peer observer said, "So it was really good and interesting to observe your class and hopefully I will try to implement some of the things you managed especially in handling writing in a group work or like information gathering for their work in a group work." Thus, the process was a learning one for the observer, too. In addition, Bradley (1990:40) points out, "Seeing other people's lessons is valuable in its own right — even without appraisal this would be worthy of consideration." This was what this research had also materialized and that the peers benefited from. Thus, the self reported learning seemed to acknowledge that learning took place by observing the classes of others.

In this process, however, though the process was a learning one for the observer, too, he had recommended some measures that the observed teacher could have taken into consideration and to which the observed teacher reacted positively. These were that the assistance the teacher educator gave did not address all the students and that the time given for the tasks was not adequate. The other point was that the peer observer's failure of reflecting upon whether or not he had considered the negative impact that grouping could bring on the adult learners who had their own biases. The reaction of the observed teacher was as follows:

It is really good to have a person who is very much constructive to observe your class and give constructive comments about the way you do things ... Actually all the comments that [My observer] gave me are very much constructive ... This will contribute to my PD. So [My peer] helped me to learn my weakness and at the same time to know my strength. So hadn't I had [My peer] in my class, I couldn't have had this privilege.

Accordingly, the process of peer observation and reflection was constructive since this pair group was critical in terms of identifying issues of discussion and feedback provision. Since, “Collaboration and collegiality take teacher development beyond individual development, or reliance on external experts, to a point where educators can learn from one another, sharing and building expertise together” Day, 1999: 208, this peer discussion could be considered as an instance in case.

In conclusion, reflections conducted on the lesson observations of most of the Cases of the study indicated a learning process of colleagues from each other and a context in which self and peer appraisals were reflected upon. Thus, this process generated tenets of transformative or modern professionalism. Although the learners received rather than construct knowledge in the process of learning and in the situation in which different tenets of the recent learning theory were dominated by the old, the peer observation and reflection session resulted in a learning process that indicated the importance of changing the existing situation. Thus, this exercise of the approach under investigation realized not only learning through collegial interaction but also changing the classroom practice and the possibility of weakening or breaking the cause of the silence in the Department — ‘individualism’.

4.5. The Self-observation and Appraisal

The other strategy selected for the PD of the English language teacher educators was self-observing one’s teaching and reflecting on it. The self-observation of the cases depended on the instrument adapted for this purpose and that focused on the areas the Cases selected for their PD. As a result, different focus areas were selected by the cases depending on their preferences for their PD. Language of Error to Feedback was selected by two teacher educators. Since development must rely on personal choice, the study offered one tool to both Cases. The remaining two, however, were Checking Learning and Language of Questioning. The detailed analyses of the tools deployed are as follows:

4.5.1. The self-appraisal of Case 1

The self-appraisal of Case 1 that focused on the demand of the partner was on ‘Checking Learning’ [See Appendix 8] for both of the lessons that were reflected upon. In responding to this instrument, the self observer reflected on his lesson appraisal in relation to whether his objectives were attained or not and if the learning checks had helped him attaining what he desired. The Case answered this question in the reflection session, in which he stated, “In the lesson I found what I had not considered before”, and said that it was educative for him. The following are his words:

The last column indicates attainment of the objectives. However when I see it, I failed to do that in most cases. Since students responses were very low and I didn’t give them any chance to do it in groups or within certain wait time. I could see that most of the questions I had were questions to understand that students were with me and following the lesson. The responses were also given by me, and it was clear that I couldn’t involve them in the lesson. Generally speaking, *the intended purpose and the actual things were different*. [My emphasis].

Thus, the reflection on the self-observation indicated the gap between intention and reality. The others were to look if there was any link between the purpose of the check and its outcome, whether the objectives were attained or not and how these was discovered, and to what extent the learning check helped to look into the students’ head. In this regard, too, the self observer indicated that he obtained lesson from it and concluded that his attempts were less fruitful. The following idea of the Case witnesses this:

Considering the lesson objective, I could say that I have been presenting content; however, I failed to know whether those contents were captured by the students. The checking I did was more of raising /increasing their curiosity. Rather it should have checked specific objective attainment. I honestly could say that it was not checking; rather probing students. Thus the monitoring I did failed to achieve the lesson objective.

Here the learning checks were also expressed to be less beneficial in terms of achieving the purposes that they were designed for. In this process, the partner made his conclusion about the tool he selected for his PD and emphatically expressed that looking at one’s teaching from this dimension was important. In regard to its benefit, Case 1 asserted:

Monitoring lesson [Richards (1990) calls it self-observation] process could help to put the teacher in the place of the learners and to see the status of the learners in attending the lesson ... I think monitoring the lesson can help the teacher to uncover some issues that hinder students' understanding, possible areas of simplification and modification and to supplement the lesson ... Monitoring the lesson ... make the learning process student centered and helpful to students.

Thus, with this general understanding and knowledge derived from practice, this partner of the study, Case 1, had also tried to appraise his performance.

The lesson I had shows that I was not in a position to monitor and even to take corrective measures due to the teacher centeredness of the lesson and less student participation. Thus the decisions which were taken through the lesson were only the teacher's decision with an assumption that it is up to learners to follow the lesson.

Accordingly, the teacher had gained knowledge by critically looking at his performance which indicated his failure of attaining his objectives.

Though different in form, the second was also a lesson in which developmental changes were observed. The self-appraisal of this Case indicated this improvement and stated that the desired objectives were attained in terms of the selected focus area. The self observer says the following:

In this lesson I have been trying to revise previous lessons through question and answers. Thus students were given chances to raise and to respond to issues. As a result the class had a lot of questions from the teacher and students were discussing issues with the teacher. The teacher's main task was checking students' understanding of concepts, ideas and theories and their abilities by transferring these issues to practice and day to day experience.

This self-observation of the partner is also perceived to be true since this researcher tried to look at the video recorded actual classes of both lessons. Distinct from the first lesson, the second one had lots of question and answer sessions in which the teacher educator attempted to check understanding. The following self reflection on the second lesson was also witnessed by the researcher while re-viewing the recorded lesson.

In the lesson, I have achieved my goal and I hope learners have also benefited from it because I have been checking their understanding constantly and I have also singled out some of their misunderstanding while I was doing this lesson. Thus I

feel that the lesson checking and the checking questions were really helpful and students benefited from the lesson.

Distinct from the former lesson, therefore, success had been achieved in the latter. The partner was also made to reflect on what differences he had observed between the first and second lesson in which he witnessed effective PD. In this regard, this Case said, “The change I have observed is that most of my questions were responded by the students and the students’ participation was very high. The checking process of concepts and activities were up to the standard.” The same Case, who stated that he planned to make his class student centered and use appropriate checking strategy, confirmed that he had attained his objectives and attributed his success s to the nature of the lesson and his focus as a result of the previous self-observation.

In an attempt made to check the impact of the PD process, the Case pointed out that he planned improving the wait time, giving more tasks for group and pair work and providing more opportunity for the students. In relation to the contribution of self-appraisal for PD, the Case also said, “It would give the teacher the chance to learn from his/her work and to be focused on very specific aspects of teaching which may not be covered in formal teacher training lessons”. In this self-observation therefore, both lessons were educative. The first lesson indicated that the process was valuable to realize self learning that was extracted from one’s own critical observation and reflection. In addition, the self-observation of the second lesson was also a realization of this reality for the fact that change had been observed compared to the former. Besides, the self-appraisal tool that assessed the difference between the two lessons, if at all there was any, also reported the development the Case had undergone. To conclude, in the case of this partner, the process was developmental. The implication of this to the Multi Dimensional Interactive Approach, too, was success.

4.5.2. The Self-appraisal of Case 2

In the process of studying the contribution of self-appraisal for the PD of the teacher educators, the second partner, Case 2, was also made to select his area of interest for his own PD. Accordingly, he selected ‘the language of feedback to error’, [See Appendix 9] area also opted

by another partner – Case3. The feedback of the tool designed for this area indicated different, and even contradictory, findings that could be considered as a learning process for this Case. To begin with, since the tool asked to comment on some explicitly stated views of scholars, this Case had reacted to this. For instance, the view of Smith 1971 suggested in the tool, “the language learner is an active and selective information gatherer who acquires and interprets new information on the basis of rules already stored in the brain” was not accepted wholly in the first self-observation though it was modified later.

In his reaction to this view, this Case said, “I agree partially because this may not be true to all students. There are some students who cannot select for themselves.” Accordingly, the teacher is the one who selects. Although the exclusive mandate of the teacher in selecting contents in the context in which the issue of maintaining standards is mandatory is likely to be true, with this regard, the role of the teacher in identifying needs or accommodating interest of the learners was not reflected. As a result the humanistic view of learning was not projected out.

However, this view was modified when the Case reflected on the same point of the tool on his second self-observation. This basic conceptual change was observed in relation to the assumption given about feedback. The following was the assumption provided in the tool that was modified later:

The assumption given to the language of feedback is that the language learner is ‘an active and selective information gatherer who acquires and interprets new information on the basis of rules already stored in the brain (Smith, 1971). This is a cognitive rather than a behaviorist view of the learner: students have their own ‘critical sets’, their own understanding of how the language is organized.

On the second feedback, the reaction after the second self-observation indicated complete agreement. He said, “I agree with the view that the learner is active and selective. That is why the teacher [his own self-observation] tried to get everyone’s attention regardless of how they behave in the class.” This change of belief about the assumption was reflected in the feedback of the reflection of the second self-observation tool.

In the process of the self-appraisal, however, the fact that some of these questions were neither responded to nor related to teacher’s feedback from the actual data of the self observe led the

course of the investigation to another direction — scrutinizing into the actual teaching. In the feedback of the Case the questions of the teacher were recorded and their importance and contribution in relation to the actual learning process were reflected upon. Some of the claimed benefits of the questions were as follows:

- The students were asked where they stopped. The question made the students to try to remember where they stopped. At the same time students who were not in class got the information of the previous lesson.
- As the students responded to the questions, some students discovered the differences between simple present and present continuous.
- The question “When does it rain in Ethiopia?” highlighted the exact use of present simple contrary to students error of using “It is raining in Keremt or June, July, etc.

These, therefore, necessitated the importance of investigating the actual recorded lessons instead of relying only on the reflection of the teacher educator and the result of which was difficult from what the Case claimed. Thus, the following description of the first five minutes of the lesson may highlight some points:

The teacher took attendance for 1:45 minutes. He then asked where they stopped and looked at the exercise book of one student. He introduced the topic ‘simple present and present continuous’. He then asked, “What is their basic difference?” Students did not respond. After that he explained the simple present and its different uses. He also gave the following examples and explained them. “Listen to these people. What language are they speaking?” “Excuse me, do you speak English?” And explained the latter as a question of the simple present tense and that we don’t say “Are you speaking English? except in a different situation; i.e., if the voice is not heard. Other examples were also taken from his book. “Let’s go out. It isn’t raining now.” Not it doesn’t rain.” The explanation continued and another example given.

Accordingly, except the first question where the students were asked to tell the difference between the two tenses, no question was raised. As a result there was no feedback given. However, since the teacher believes that ‘some students cannot select what they learn’, the reflection of the belief, teacher as a source of knowledge and his/her dominating role can be observed in this instance.

Similarly, looking at some four or more utterance student-teacher interaction is also important to determine the extent to which the self-appraisal was critical. The 2 minutes transcription below continued immediately after the above explanation:

T: When does it rain in Ethiopia?

S: [No response]
 T: When does it rain in Ethiopia? (Repeated)
 S: Summer
 T: O.k. In Ethiopia, let's use 'Keremt.' So, in Ethiopia it usually rains in June and July. Does it rain in the month of 'Tir' or 'Tahsas'?
 S: Yes
 T: Well, but believe me or not, in Ethiopia it doesn't. There are Seasons or months which are called 'Bega' ... 'Keremt' ... We have four or five months and the dry seasons

In this instance, the role of language of feedback to error in facilitating learning was not visible to the researcher. In a like manner, referring to another example is important. In this case, however, since the next example – “Don't disturb me, I am busy.” – was given and fully explained by the teacher, it is better to look at the following description of the lessons:

T: What do you do at weekends? This is a question of your habit.
 Ss: [no response.]
 T: He mentioned his own example. And asked, “Do you visit relatives? “Do you go to friends?” etc.
 S: I usually wash my clothes.
 T: Yes. This is habit.
 S: I usually study some books.
 T: concluded. If you ... and he gave the following examples
 I usually go to the cinema
 I usually go to the theatre
 I usually visit my relatives
 I usually visit my friends [and he went on giving more examples].

Unlike the previous one, this instance had an input for the learners where the initial example of the teacher was an output that served as an input for the learners. In this case they responded by following the feedback. Thus, it could be concluded that his feedback was an input in the learning process. Though some of the self-appraisal seemed to be less critical in relation to language of feedback to error, the following reflection of the self appraiser witnessed that it was developmental: “Based on my own experience of observing and analyzing the language of feedback, I have learned a lot about how learners react to questions and feedback.” Thus, this final reflection on the first self-observation links the process positively to PD.

Similar to the first, the second self-observation was developmental although many features of the lessons were similar. The following is a short description of the lesson:

In the second lesson, after taking attendance and checking where he stopped last time orally and checking from their exercise book, he began the lesson after 2: 30 minutes. Then referring to 'some sort of a table' that he gave them from the student's exercise book. He started revising the previous and explaining the past continuous tense. These continued for 4:30 minutes without posing any question to the students.

Thus, nearly the first five minutes had no feedback. However, the next example of feedback that followed the aforementioned explanation and that was written on the board from the book of the teacher could be an instance:

T: This time last year, we were living in Brazil. What were we doing? We were living. This time last year I was living in Brazil. (Wrote the same example on the board.) "This time last year I was living in Brazil." After that mentioned the name of a student and asked "Where were you living last year in this time?"
S: I have lived here.
T: Asked why he said I have lived here
S: Explained because he is still here
T: Modified and explained. (This is because you are here but somebody Who lived in another place...)

Hence, it could be concluded that this feedback facilitated the learning process.

Nonetheless, there were also other more effective and encouraging feedback, too. The following is an example:

T: What were you doing last night at 10:00 o'clock? (On the board)
S: I was studying
T: Where
S: In the library
T: You were studying in the library. (Continued explanation)

As it could be deduced, the first feedback indicated that the response was right and the student was asked to answer the second question though the student was not given the chance to explain what the teacher concluded.

Furthermore, the impact of the first lesson was also observed on the second. In the second self-observation, unlike the previous lesson, more questions were raised and the self evaluator had

also constructed and collected more four utterance student-teacher interactions as data. In spite of the observed change in asking more questions and giving better feedback in the second self-observation, the self observer replied, “No” for the question “Is there any change between your self-observation of the first lesson and the second in terms of the selected focus area?”

In other words, despite the following feedback of the first lesson — “”As a teacher, I have observed that it was difficult to control all students ... The teacher [himself] seems to control all activities ... There was no room for student centered approach” — in which learning was observed was not recognized. In addition, the following additional feedback of the first lesson was also not mentioned as a lesson when comparing the two self-observations of the recorded lessons.

Based on my own experience of observing and analyzing the language of feedback, I have learnt a lot about how learners react to questions and feedback. In order to get into an overall conclusion, the teacher needs to observe and analyze how students react to different lessons. This is because the methods employed and the tasks and activities practiced could have different results.

After witnessing these lessons, why did the Case said that he did not make any improvement? The following idea the researcher shared with Brookfield (1995: 29) — “Indeed, the whole idea of systematically searching our assumptions is often deliberately avoided for fear of what it might lead to. No one likes to discover that ideas they have lived by far much of their life are invalid” — is likely to be the cause.

However, this Case had witnessed that the process of self-appraisal was a developmental. In relation to this, he indicated:

It [Self-observation] contributes for the PD of teacher educators through analyzing their own teaching. This means that teachers can benefit from observing how they approached the students, how the students follow the lesson, how the students are organized and how the teacher himself/ herself behaved.

Despite this claimed benefit of the process of self-observation, comparison this Case made between the peer and self-observation seemed to belittle the value of self-observation. The possible lessons that could be obtained from the self-observation process were explained as

less valuable. He said that he might not change his teaching by looking at his own image of teaching and that the only thing he could look at were his dressing, interaction, and ways of behaving or questioning. Thus, this developmental tool was given less value. Nonetheless, self-observation, asserts Widodo (2009):

Self-observation can be a mediating tool for teachers to do vibrant PD, and more crucially, self-observation can be used to foster “An awareness of what the teacher’s current knowledge, skills and attitudes are and the use of such information as the basis for self-appraisal” (Richards and Farrell, 2005, P. 34). Richards and Farrell elaborate that self-observation enables a teacher to record her or his own teaching practices, thereby providing an objective, descriptive and critical account of it (Widodo, 2009: 38).

Thus, this asserts that self-observation is more meaningful and valuable than looking at one’s picture. However, more could be done. Kahan and Walsh (2006: 47) recommend the potential areas of focus for self-observation as many aspects of our instruction; making sense of beliefs and values that underpin our teaching; one’s emotional state; what has gone well or what has not worked in the teaching learning process; and, student feedback or peer review on what is required to demonstrate a case for excellence in teaching. Thus, self-observation has the potential to be employed in diverse areas of teaching.

Moreover, self-observation is one of the requirements of modern professionalism that is likely to lead to reflection and regular updating of one’s action. This in turn requires change in belief. In the context in which a teacher was considered as a perfect person whose knowledge and action would not be questioned, change would be difficult if not impossible. However, change is also likely to develop from simple to complex. Richards and Lockhart (1994) say, “As teachers gain experience in teaching and develop a deeper conceptualization of teaching, the criteria they use for evaluating teaching change to reflect their new assumptions, beliefs, and levels of awareness (1994: 89). Besides, “change need not be always radical” (Day, 1999: 99). Thus, what was observed was learning as a beginning for a new journey.

4.5.3. The Self-appraisal of Case 3

In the process of implementing this tool, the Case selected a focal area ‘Language of feedback to Error’ for his own PD. Thus, the feedback of the instrument that was adapted for this purpose and that guided his self reflection revealed different learning elements obtained in the process such as the importance of varying learning types and the need to reduce lecture.

To look at the details, the first point of reflection was on Brown (1986:16) — Genuine response that allows the students to experience the effect of their production by taking the teacher’s feedback as a guide is more than pointless empty encouragement. Thus, concerning this point, the self appraiser reflected by looking at his own data and said that his experience “Was good though not excellent.” Thus, this created a chance for self appraisal.

The second reflection item referred to Zamil (1981) and asked to evaluate the data in terms of the information content of the feedback provided. This included whether the feedback incorporated the critical feature of the language, if it allowed the students to discover the rules of the language by themselves and if it reduces ambiguity by offering alternatives. However, the self-observer’s feedback did not indicate the content analysis of the collected data in terms of highlighting where the error was, defining what the choices were and helping the learners correctly adjusting their current understanding. Rather, he stated the feedback strategy he utilized with his reasons of choice. He said, “I use recast as I have adolescents whose feelings can be simply hurt by feedback.” Hence, as long as the strategy was consciously used by the observer, it was felt that it was at his discretion in spite of the controversy on the effectiveness of recast as a means of oral corrective feedback.

The other was to reflect on whether the feedback was supported by other messages such as gesture or visual and if the information was limited and did not lead to ambiguity or reduced it. However, this teacher educator stated that he was not successful in facilitating better learning and that he ought to have varied his feedback types. Although he said, “I tend to provide explicit feedback when I think the error is serious and cause communication breakdown,” he recognized the importance of using varieties of options. He said, “I need to vary my feedback types by using explicit correction, recasts, clarification requests, and meta-linguistic (nonverbal

means).” Thus, the fact that he decided to vary his feedback type could be ascribed to the lesson of the self-appraisal.

On top of this, the self-observation of this lesson, the first, resulted in not only looking at the specific focal area of PD but also led to self evaluation of the entire lesson from which the Case obtained basic developmental input. In criticizing his effort, he asserted that the students were denied their opportunities as follows:

In the previous class I tended to lecture which I think denied learners the opportunities to participate and feel happy about the lesson. Finally, giving feedback is not an easy task; it needs experimenting with different feedback type to get the ones which work effectively with your students.

Accordingly, it could be concluded that the first tool initiated self evaluation and reflection that led to scrutinizing one’s class and critically think over it in relation to the knowledge and belief that guided the action. As a result, strong and weak points were identified. Thus, it was a developmental process.

Similarly, the second lesson had its own learning opportunities that the self observer reflected upon by comparing it with the CD recording of the previous lesson in line with the instrument designed for the comparison of the two lessons. In response to the question about his plan of the second lesson, the self-observer asserted that he planned to use recast more effectively and explicitly. Again, in explaining his improvement, He said, “I became more focused in using recast when I provided correction.” In relation to whether or not he had attained his objectives, however, his response was not as strong as the previous though the class was interactive unlike the one he had. He said, “The class was interactive whereby students’ participation was enhanced. However, no matter how hard I tried the problems might persist as they have been fossilized. Perseverance is needed to deal with persistent errors.” Thus, critical investigation of the class and identifying what worked and what didn’t were learned benefits of this Case.

Finally, in the effort to know the impression of self-observation of this Case, he also reacted to the request addressing this issue. In this regard, he said the following:

Self-observation is an important tool for collecting data on one's teaching performance. Its role seems to stop here but a good educator critically reflects [Sic] on the data for better performance in the future. The educators must be honest to be self-critical, the qualities lacking in our culture because we prefer self glorification. We tend to attend to our strengths ignoring our weakness.

Thus, quality of modern or transformative professionalism was reflected in this instance indicating that the process was developmental. In addition it acknowledged the need and impotence of changing culture in order to facilitate effective learning.

4.5.4. The Self-appraisal of Case 4

The other focus area of PD that was selected for self-appraisal by Case 4 was language of questions. This instrument, like the others, generated the required learning although the feedback demanded further scrutiny into the recorded lessons. The investigation made in relation to the feedback of this tool indicated to what extent the feedback was critical; the belief of the Case about teaching materials and the tasks in it as well as his approach in handling these materials; and finally proved that the process was developmental. Similar to the first, the second lesson had also revealed the belief of the teacher educator on motivating the learners and the role of the teacher in the teaching learning process.

In this process, trying to fulfill the demand of the task, the Case recorded seven questions from the first lesson observation although the instrument asked 20 — the reason that necessitated the researcher's looking back at the recorded lessons again — and reflected upon five of them. Two of the questions were not responded to by the students. Nor were they paraphrased when the learners kept quite. There were no follow up questions, too. Rather the teacher answered the questions with his own explanation for each. For an instance, one is as follows:

T: Would the activity lead to students' expressing their own ideas?
S: [No response]
T: Not really. The students are limited to what is given to them.

Thus, the objective behind the question was not seriously attempted and as a result not attained.

In the process of analyzing the questions by dividing the lessons into categories, the self appraiser selected three forms of groupings: type, purpose and level of complexity. In relation to types, he divided the questions into two: yes/no and open-ended. Some of the suggested forms such as short answer or retrieval, display questions, referential questions and imaginative questions were not attempted. Thus, the degree to which the type of questions asked by the self appraiser could provoke thought and discussion for a better learning was dubious. However, choosing this area for PD was also felt appropriate.

In regard to purpose and level of complexity the Case has also divided his questions into four and three respectively. The purposes, according to the self appraiser, are those that require the learner to pass judgment, ask for opinion, check understanding and check that students are following (rhetorical questions). In terms of level of understanding, two questions: “Is the instruction to the activity clear?” and “Is the activity interesting?”, for which the group responses were “Yes, it is.”, were categorized as not complex. The reason the self appraiser offered was, “The two sets are not complex because for one thing they are yes/no questions and for another the answers are essentially personal – it is impossible to disprove them or it is not possible to convince the class to have the same belief of them.” Thus, though the simplicity of the questions is apparently seen, lack of follow up questions demanded further scrutiny from the researcher.

Then, the only remaining three questions were rated as ‘fairly complex’ and ‘complex’. The two sets of questions which were leveled as ‘fairly complex’ are the following:

T: Does the activity aim at teaching writing for communication or to reinforce grammar or both?

Ss: To reinforce grammar

T: Would the activity lead to students expressing their idea?

Ss: Not really

The self appraiser’s reason to label his questions in this category was that “students need to first determine at what level language is being used in that specific activity. For instance, in the activity students studied to answer those questions, language is taught at the structure level, which is grammar.” In these cases, too, the decision and the explanation were given in relation

to group response and without any follow up questions. The only remaining question which was rated as complex is as follows:

T: What is the aim of the lesson?

Ss: The aim of the lesson is to teach 'going to' structure.

Similar to the other sentences, the Case also gave his reason for this labeling. He said, "The question is difficult to answer because students need to know at that level language is being taught, what structures are presented and of course, what the aim of the lesson is." However, the difficulty level stated by the self-appraiser was less likely to be accepted by the researcher since the question, too, did not initiate critical thinking that was outside the text. When summarizing his points, the self appraiser said:

If we may put them on scale showing their level of complexity from the point of the learners, two of them are fairly easy because they ask for the opinion of the learners. Some four of them are difficult questions because they can be answered by studying certain features of the activities. Most of them are difficult because they require students to take into account all features to answer them.

However, in the absence of questions of higher order thinking, without taking into account the learners' background knowledge through different questions and without any follow up questions that show the understanding level or intensity, agreeing with the aforementioned idea of the self appraiser was difficult for the researcher. This in turn made the critical nature of the self-appraisal dubious.

On top of this, regardless of the categorization of the levels of the questions that were asked in the process of implementing the lesson, the belief the Case had on materials designed for the teaching learning process and the tasks accompanied it were found to be different from the requirements of the recent learning theory. The following idea of the self appraiser that the researcher was curious about indicated uncertainty:

In the lesson, most of the questions asked were set by the task designers. They were questions to be answered on the basis of activities that make up the tasks. So there was little freedom for the teacher to ask his own questions. Nevertheless, the teacher asked questions that call for explanations and rhetorical questions.

Expressing uncertainty about the questions designed by others that he used and failure to add or modify in the presence of this uncertainty, gave some idea on the belief about the role of teaching materials. Not attempting modifying and using these materials was related to the belief structure that was identified to be distinct from constructivism. To substantiate this, the same idea was also observed during the interview session [See the details in 4.1.4.4.].

In this first self-observation of one's own teaching, therefore, the most important lesson was what the teacher educator obtained from the process. With this regard, the self-appraiser was asked to reflect upon 'how he approached the design of questions by using his own observation as a mirror' and 'what lesson he obtained from the process for further exploration'. He illustrated the lesson he obtained as follows:

As for my awareness of how I approached the design of questions in my lesson, I have come to realize that questions should always come form part of the lesson and that it should be carefully set so that they help to achieve maximum learning. But it is not clear how to consider the 'age' factor in designing questions.

Thus, the process has attained its objective since the self-appraisal was developmental.

Furthermore, the second self-observation was also another interesting area of the research because it indicated potential investigation issue in relation to the belief of the Case on motivation of the learners. In analyzing the five questions obtained from self observation, the Case divided them under yes/no, simple and difficult. Nonetheless, the following feedback of the self appraiser on the entire lesson demanded further scrutiny into the subject regardless of the response even if the self-observation was a learning process that taught about the importance of different forms of planning a lesson. He asserted:

Look! Most, if not all, of the students in the class do not seem to be motivated to engage themselves in active thinking. So it is hard to plan what kind of question to ask in the next lesson. For example, in the second lesson I intended to ask them general question that would get them expressing their views/opinion. Nonetheless, when I found that they were not willing to answer the first of these questions, *I decided not waste time* [My emphasis] asking others. I think in the future I should set activity-based questions which could force students to respond.

Thus, though the following view of the self appraiser indicated that it was a learning process that left its impact for the next class, the researcher felt assessing the recorded lesson was

important in order to check the claim of the Case — ‘the students were not motivated and the nature of the topic forced me to lecture’. Transcription of the first 19 minutes of the lesson follows:

T: [unit 5: Tests (On the board).] Can you tell me some problems you were encountering when you were in high schools? Can you remember some of the problems that teacher made tests had When you were in high schools? Anyone who remembers?

S: [No response]

T: No, right. Research showed that teacher made tests have problems. These are a problem of coverage – we call it comprehensibility. That is tests do not take referenced materials. Right? That is to say only certain features of subjects - Vocabulary, comprehension, grammar, ...they do not take other features – for example other sub-skills of reading or spoken ... They also have problem of construction. I am not sure whether this is rampant problem or not. But they say that some teachers have problem of constructing test item. ...The third problem is they say that they have problems of composition – composition of items, i.e. item kinds. ...objective type questions are mostly used. No subjective types. Because of this they don't test students' ability... These are some of the problems observed. ..

Now, not to repeat this mistake we have to learn about testing. Let's divide our topic into four major areas. These are (On the board) i) kinds of tests, ii) Qualities of tests iii) contents of tests and iv) kinds of test items

Let's see this one by one. Kinds of tests –

There are two kinds... progress and achievement...(explained and notes given on the board)... progress... these are short, regular tests...their functions... help the teacher diagnose difficulty and do remedial ...not only to measure students ...2nd function .. help to find out about students progress. .. The teacher measures how ... control the pace of learning. From the perspective of the students, they enhance motivation ...meaning it encourages students to learn more. Why? They will be tested on materials just covered. It is very likely that they score good grade... they enable students to get high marks...There are certain preconditions when you are thinking of using progress tests. They should be enjoyable...they need to know when to use which form for what purpose...

Now let me go to the next point that is qualities of tests. A) should be reliable ... produces the same result each time...(With notes on the board) b) comprehensible ...c) economy of time , money..

D) the last quality of a test is content...the test should contain ... theoretically it is important. It is easier said than done. Ya. We include all the features.

T. [Question for the first time] How can we give test?

In order to have complete picture of the lecture, therefore, describing its context is important. In this regard, it was presented to graduating class students who were left with the last one or two weeks to complete their undergraduate programs. In other words, the students had a lot of exposure to testing not only in their high school learning but also university education of three years. In addition, they had a lot of school observation through their four cycles of practicum. In this situation, therefore, the teacher stated that the lecture method was appropriate for the lesson. Kaplan and Roy (1996: 26) point out, “Teacher education programs must develop

students' analytical skills and conceptual tools to reflect critically on and inquire about different ways of learning, different ways of producing knowledge,[and] their own experiences" (1996: 107). As part of a program, therefore, the rich background knowledge of the learners and reflecting upon it was not exploited. Nor was the lecture interactive. As a result, different questions and questioning strategies were not utilized. Therefore, though the process was described as a learning one, the degree to which the lesson was critical was dubious. This in turn is related to the belief of the teacher as well as the belief structure behind this nature of his professionalism.

In regard to the nature of the questions, too, the selected five questions of which the last was student's question were felt to be the kinds of questions that provoke critical thinking. These questions, similar to the aforementioned questions of the first lesson, were not kinds of alternatives that were recommended by Doff (1988: 27) as a mechanism to elicit long answers. These are "Asking a question and insisting on long answer, asking a more general question which would naturally lead to longer answer and giving a short prompt and asking them to react." Though these were likely to make the students use language effectively, they were not attempted. Since the Case followed what was given in the text without any adaptation, one likely reason could be lack of planning questions. Knight (2002: 116) expresses the significance of planning a question and relating these questions to the importance of the topic; the real world; to idea that preceded or that follows; and the strength and the weakness of the concept. Since it was an area selected for PD, however, this rationally expected lesson of the self-observation was not realized or witnessed from the self-appraisal process.

Furthermore, the value this Case offered to self-appraisal when he compared the two processes of self and peer appraisal was another area of interest in relation to the study of PD. In spite of the claimed benefit, this Case seemed to minimize the significance of self-appraisal in relation to PD when he compared it with peer observation. "Self-observation is one of the most powerful tools for a teacher to practice reflective teaching ... [It] can provide a language teacher with a venue for doing reflection-in-action, reflection-on-action and reflection-for-action" (Wadodo 2009: 38). Nonetheless, these instances seemed to be less recognized.

In spite of this, the Case explained that he got a lesson from the first self-observation that helped him improve the second. The Case said, “The improvement I have made is that during the second lesson I asked questions which gave students the opportunity to exercise judgment although they failed to make use of the opportunity. For instance, they were asked about what they would say in relation to teacher made tests in high school.” In addition, his plan to modify his future lesson “in such a way that would force students to take active part in the lesson” was also another influence. In addition, in regard to the contribution of self-observation for PD, the self appraiser said the following:

It certainly contributes for the PD of teacher educators because they come to know many things about their teaching, things they can never know otherwise. For example, I now know that I cannot always teach the way I want to teach and that I need to think about the different ways of presenting lessons.

Thus, the self-observation and reflection of this Case had indicated that the process generated PD though the researcher doubted the depth of the lesson. Nevertheless, the following should be recognized:

The process of coming to question and then gradually reconstruct prior belief and knowledge is lengthy and difficult. It requires sustained supportive contexts that provide both challenge and help, respectful and affectionate collegiality, and opportunities to examine one’s own teaching over time and to explore new methods of seeing and acting in the classroom (1996: 9).

In other words, the knowledge and experience accumulated over a long period of time cannot be reversed overnight. Moreover, the development of collaborative collegiality and working environment conducive to this type of relations seems to be essential for its development.

Generally, with regard to the feedback of this developmental tool, the findings of this study revealed promising results. The potential of the self-observation in resulting in learning has been witnessed by all the Cases who were involved in the study. The learning logs they recorded from their lessons that they observed and their reflection on that had also indicated its developmental power of the process and thereby the proposed developmental tool under investigation. Thus, its functioning as a component of the proposed approach was a right as well as important due to its significant contribution to CPD.

Chapter 5: Summary, Conclusions and Recommendations

In the Ethiopia's modern education system, the experience that the country has for few decades over a century, teacher education has encountered different challenges both in quantity and quality. Because of these circumstances, different modalities have been tried to develop the professional competence of the teachers. In spite of the difficulties the system has experienced, PD was, and hopefully will be, a concern since an issue of professionalism is a life long process. In order to address this essential professional requirement for growth, therefore, this Multi-Dimensional Interactive Approach to CPD was designed and tested after it was piloted. In the course of the study, the belief, understanding and current status of the profession and professional development of the cases, denoted as partners, selected for the study were assessed. This chapter presents the summary, conclusions and recommendations of the study.

5. 1. Summary

This study was an exploratory qualitative research that was conducted on selected cases in classroom context. The English language teacher educators who were the Cases of the study were identified through purposive sampling technique in which snowballing played a significant role when the Department Head suggested peers who were likely to work together. Then six cases, excluding the two who withdrew early, were consulted and accepted the proposal of working collaboratively and started their involvement after some awareness raising activities of the researcher. However, the study and its report was limited to four cases due to attrition of the two around the end of the project. In addition other informants without whose feedback the study would have been incomplete were also incorporated through theoretical sampling.

In the effort to secure data, different instruments were utilized. One of the tools was semi-structured interview which endeavoured to assess the PD of the teacher educators and all the possible factors that were likely to enhance or retard this PD. The other was self-observation of one's teaching which was video recorded and converted to CD for the analysis of and reflection on one's teaching in order to test the proposed approach. Similarly, peer observations

of lessons on which the peers conducted professional discussion were also conducted for the same purpose. The last, questionnaire, however, was utilized as a means to secure additional information about the context of the study from other informants who were not selected for the testing of the proposed approach without having the intention of making the study drawn on mixed methods.

In managing data secured from the partners, the interviews were transcribed, coded, organized under certain common themes and analyzed. Moreover, eight lessons, two each, of the four cases were video recorded for self-appraisal, excluding the four mock recordings that were intended to add trustworthiness by familiarizing the students with the presence of the researcher and the video recording tools deployed in class. These recorded lessons were offered to the cases with the instrument designed for the purpose. Furthermore, eight classes of the cases, two each, were recorded for peer appraisal though the peer observation and discussion relied on one class each that was guided by its own instrument. The remaining one lesson each was for the researcher who wanted to detect the impact of the first on the second lesson so as to enrich the study by increasing its credibility. The questionnaire, however, was for six teacher educators of the Department who were selected using availability sampling technique so as to enrich the study without changing the qualitative nature of the study. The summary of the findings that were treated under the respective research questions is as follows:

5.1.1. What is the nature of CPD undertaking in the Department?

PD is a wide area undertaking that covers from simple reading to job shadowing (Villegas –Reiemers, 2003). Thus, though some of the cases expressed that there was no PD in the Department and indicated that the prevailing situation was individualism in which all the activities that were done together were routines, others were contrary to this. They argued personal readings and exploring internet were the ones they undertook for their PD. The other informant administrators and /or coordinators stated that the CPD experience that college was promoted effectively was the HDP. Nonetheless, the Cases asserted that its potential in influencing their actual classroom performance was negligible.

Some of the partners pointed out that the other PD opportunity they exercised was the PhD programs. However, two of the Cases as well as the other two informants said that they joined a new field of study outside TEFL for their PD in spite of their claim as a CPD opportunity for the ELT they were engaged in. In addition, two teacher educators who had completed their PhD in the area of TEFL were given opportunity to attend their MA in another area of study as their PD.

On top of these, the findings of the study indicated that different PD activities were also considered individually as well as in pairs or groups. Some of these were workshops, seminars and conferences that were attended by the members of the department. In addition, researches that were conducted by individuals, some of which were published, were also mentioned as the other developmental activities although the understanding about research seemed confusing in some instances. Similarly, the other was module writing in which some members involved. Furthermore, provision of training in other institutions outside the campus in which need identification was incorporated was also identified as practiced PD opportunity.

Even though all the cases are aware of PD and expressed its importance, the concept of PD elaborated by the cases did not address some of the important tenets of transformative or modern professionalism. Most did not consider some components of this professionalism such as collegiality, self and peer appraisal and reflection either in their definition or practice. As a result, the culture of the workplace was described as ‘individualism’. Though there were some activities that were done together, they did not exceed contrived collegiality. Consequently, collaborative PD that fosters experiences of reflective practitioner was not observed.

Distinct from all the above were two Cases of the study who mentioned about self-appraisal and reflection as important components of PD. While one expressed his cause of improvement in performance as evaluation of one’s teaching, reflecting upon it, identifying the gap, reading to fill this gap and taking action to revise and improve one’s

performance, the other talked about these concepts at awareness level. However, this indicated that they had the knowledge of how to improve their actual classroom teaching through self initiated action and update their teaching methods by making it fit to the demands of the context in which they were operating.

Thus, as PD is diverse in its forms, different respondents of the study stated varieties of them. Nevertheless, except the last idea mentioned by two cases, all the Cases as well as the other respondents share the same view in terms of the quality of their undertakings. In the experiences of the others who reflected on these important tenets, too, the kind of PD that relied on reflecting on actual teaching, self and peer appraisal and interaction of colleagues on the actual classroom performance of each other that could be viewed as modern or transformative professionalism was not observed.

5.1.2. How much did the existing CPD influence the actual practice of the teacher educators?

In spite of all the Cases of the study having their M.A. in TEFL and some of them having completed or were attached to PhD programs in TEFL or other field of study, the teaching learning process was found to be contrary to what was desired in most of the situations. With this regard, the lessons that were observed by the peers and those on which self-appraisals were conducted were found to be teacher dominated. The students were receiving knowledge from their teachers rather than constructing their own even in the context of the study, tertiary level.

As a result, investigating the belief of the Cases was found to be important in order to see how much diverse PD undertakings had influenced the belief of the teacher educators since beliefs guide actions. Here, too, the belief of the teacher educators that was investigated from different dimensions was identified to be similar to their performance. In other words, whatever the nature of the PD they had undertaken, it was found out to be not powerful enough to change their beliefs. As a result, the traditional teaching methods and its different facets dominated the actual performance of these teacher educators.

This investigation into their belief revealed the influence of the theory of learning that deviates from the current view was conducted by asking them to explain their understandings of their roles as a teacher and duties accompanied it and also define some concepts in addition to scrutinizing into their actual teaching. Accordingly, a teacher was a model who was responsible to develop the required personality through imitation. The teacher also moulds like that of the Craft Model. In addition, teaching was also a process of giving knowledge or implanting what was not in the learners. He/She was a person who gives knowledge. He/ She was also depicted as ‘every thing’ who possessed knowledge of all types and able to create ‘good citizens’ regardless of other influences. In addition, a teacher was also perceived as a perfectionist. The view of the applied science model was reflected in their explanations as well as the actual teaching performance. Consequently, the classes were teacher dominated. The students were not involved in active construction of knowledge.

Furthermore, there were other tenets of the old theory of learning that still actively function in the system. For instance, learning materials dictate the learning process rather than assisting it. Covering courses was given more emphasis than the learning process. Besides, knowledge from the top was prioritized to the one constructed in the process. Lessons, objectives and tasks of the materials were not adapted to the contexts. As a result difference between ‘my material’ and ‘their materials’ was reflected. Moreover, logical presentation of a lesson was equated to attaining one’s objective. Hence, checking learning was given less concern and due to these matching tasks to the level and needs of the learners was not addressed. Teaching was also viewed as a technical skill and its certification was equated to driving license. On top of these, theory was also made to guide practice rather than emerging from practice and be constructed as appropriate to the context. Divorcing teaching and research could also be one. In short, diverse tenets of positivism dominantly avail and influence the actual practice. While the teacher education program anticipated the development of critical thinking in which the learners question the existing practices, the program did not do so. The PD undertakings were,

therefore, aspiring to plant constructivism, the desire of materials, on the soil of positivism.

However, the impact of the preceding PD undertakings on creating better understanding that influenced practice of some of the cases of the study should also be acknowledged.

In this regard, Case 3 can be mentioned. In this instance, the teaching process was facilitating. The students were also offered better opportunities to construct their own knowledge from the teaching-learning process unlike those who were provided with knowledge. On top of these, practices of self and peer appraisal were observed to be better in their contribution to reflection in the process of testing the proposed PD.

Moreover, although anticipating a gap between rhetoric and practice was natural, some of those who responded to the questionnaire had reflected the role of a teacher as a facilitator. In short, although the institutional culture accepted the status quo and the staff felt that there was good relation in which the established practice was not challenged, there was also potential for change of the professionals towards developing the tenets of modern or transformative professionalism as it was observed in these contexts of influenced practices.

5.1.3. What are the factors that affect the realization of CPD of the language teacher educators?

In spite of the diversified experiences in the department in undertaking various types of PD, different factors were obstacles for effective nurturing of CPD of the English language teacher educators. These could be considered at the micro and macro contexts. From the micro context, one major obstacle in this regard was the belief of the educators that was not altered and still lingers over in spite of the diverse developmental opportunities. Beliefs about a teacher, teaching and teaching materials could be some of the instances.

In addition, the influence of language learning background that was not changed in spite of long practice of learning and teaching the language and exposure to new pedagogical concepts could be one of the micro contexts. Though most of the lessons were claimed to involve the

learners actively, the actual practice seemed to be the kind of classes that the cases explained had had during their school years. In addition, the contended ‘practice what worked best’ could also be mentioned in this regard. The idea of ‘comprehensive input’ that was equated to lecture but the Case claimed it enabled the students to ‘learn a lot’ could be an instance of another micro context for the influence of the past practice.

On top of these, less awareness of the concerned bodies in utilizing the available options that had strong potential to be exploited for CPD of the teacher educators was another factor of this category. The instructor’s performance appraisal that served only one purpose, administrative, while it could be utilized for both administrative and developmental was the case in point. In addition, no attempt was observed that exceeded contrived collegiality in spite of the fact that teacher educators were doing a lot of things together. The relation that existed at different levels that could have been exploited for this purpose could also be mentioned.

Besides, less awareness of the concept of new professionalism among the English language teacher educators was also another obstacle categorized under the micro-context. In the context in which the Case had described their profession and PD in line with this understanding, better activities were observed. On the contrary, where the concept and practice of modern professionalism was not reflected in their understandings, the practice, too, was either less or none. Thus, the PD programs underway were not able to generate the right concept or understanding. As a result, some still see workshops, seminars and conferences and other formal and regular trainings as the only options of PD. This made them wait for the chances given by others rather than accommodating the kind of development that they can manage by themselves.

In addition, the quality of the PD opportunity that was provided to the teacher educators was also another factor. The HDP was an example. Some said it was not “need based”. But all cases agreed that they benefited little from it. It was not also the kind of modern PD undertaking that required self and peer evaluation and reflection on the actual classroom performance of one’s teaching in a collaborative environment. Diaz-Maggioli (2004), who commented on some of the weaknesses of PD as it is practiced now, stated one problem as “It

is not uncommon to hear of school districts that ran the same PD programs for all grade levels. While certain teaching practices and learning principles might be suitable across the board, one-size fits all approach, though economical, has been proven totally ineffective (2004: 6).

However, the micro context had also some encouraging factors. The experiences what worked best could also be mentioned in its positive impact. Brainstorming was an instance in practice. Personal reading in which critical thinking, investigating into one's action, reflecting on it and acting in accordance with the new understanding that emanated from that reading was the other aspect of this context.

The other, the macro context, was the broader issue that could be looked beyond departmental level such as workplace environment. The working context in which reflection and collegiality were not nurtured through collegial interaction that could exceed beyond departmental level activities could be one example. Absence of extended learning opportunities such as 'research forums' and discourse communities could be instances. These kinds of undertakings were felt to break teacher isolation and change the culture of individualism. Besides, issues mentioned as "dividing factors" were also pertinent to this. Moreover, the idea stated by a teacher educator as a demotivating factor — 'low pay' also deserved recognition. This was expressed as: "The salary would not squeeze you throughout the month. Our living standard is low." The complaints about not linking promotion to appraisal could also be viewed from this perspective. Similarly, factors that were stated to lead to abandoning the profession and push towards other areas of study or work were also seen from this dimension.

As a result of these micro and macro factors, therefore, the required kind of professionalism was not realized. Failure to address these issues was also felt to affect effectiveness of the ELT education provided in the Department thereby influencing efficiency and quality negatively.

5.1.4. Can the Multi Dimensional Interactive Approach generate PD of English language teacher educators?

As attained from the testing of the proposed model, the Multi Dimensional Interactive Approach generated actual classroom based PD of English language teacher educators. Since one alternative of teacher focused PD is evaluated by using teacher questionnaire, participant interviews and learning logs (Day and Sachs, 2004), the feedback of the partners during the peer discussion session in relation to the question raised about the input of the process confirmed this. In addition, the learning logs that were recorded during self-observation, reflected on and offered as feedback to the tools also confirmed that the process contributed to their learning. The researcher's observations into the recorded lessons, too, had witnessed it. Similarly, the peer discussions and reflections also had a lot of learning incidents and instances which generated the required collegial learning. Generally, this test of the proposed approach had resulted in professional development.

5.1.5. What is the impression of English language teacher educators towards the exercises of this Multi Dimensional Interactive Approach to PD?

Since the proposed approach was tested on the English language teacher educators, knowing their perception of the process and having some feedback that is likely to cast light on its potential to be utilized in a broader context was felt to be important. Accordingly, all of the partners of the study were asked to comment and express their impression on peer observation accompanied by peer feedback and a professional discussion session conducted with it as well as the self-appraisal. Thus, they all believed and expressed that all the exercises of the major study ascertained the possibility of using the proposed model for continuous PD of the teacher educators since they learned from the process.

5.2. Conclusions

In an attempt to explore the PD of the teacher educators and test the PD approach under investigation, the research preferred the exploratory case study method that was conducted in classroom. Thus, four cases were selected for thorough scrutiny of the matter in addition to the information secured from the other sources. To this end, a semi-structured in-depth interview was conducted and self and peer appraisal tools were deployed to guide the classroom

observations accompanied with appraisal and reflection. Questionnaire was also utilized with an intention of widening understanding. Finally, conclusions were derived from these instruments.

Similar to the previous studies conducted in the educational system before [see the details in 1.1.], in the teaching learning process observed in this study, too, active learning was not implemented. Although all the Cases of this study were at least M.A. graduates in TEFL and teacher educators, the classes were teacher dominated. Even where better performance was observed, the Cases attributed the cause to other factors rather than their M.A. program in TEFL. In regard to PD undertakings of the teacher educators, the dominants were personal readings and internet. In most cases the classes were teacher dominated in which the students were less active and the teachers were trying to impart or give knowledge rather than facilitating their knowledge construction. As a result, belief contrary to the current knowledge and learning about teaching and learning that was reflected in different forms dominated the process though there were few exceptional cases.

In spite of the introduction of new concepts such as active learning, reflection and collaboration in the system, the social nature of learning facilitated by modern or transformative professionalism was not observed adequately. Rather, a lot of concepts that are related to positivism exist in different forms. In addition, the dominating practice was not the current view since individualism played the major role. “The new professionalism which involves a movement away from the teacher’s traditional professional authority and autonomy towards new forms of relationships with colleagues” at its core (Day 1999: 9) was lacking.

Moreover, the understanding of PD in the Department was not in accordance with that of modern professionalism though there were few who revealed its proper understanding. The PD undertaken by all the Cases was indicated to be HDP. And yet all who took part in this program asserted that they hardly benefited from it. In addition, PD was understood as workshops, seminars and other formal trainings by others. As a result

learning from experience and critically looking at one's own performance so as to change practice in a collaborative environment was less considered. Thus, the long tradition of teacher isolation was not broken and what dominated was individualism.

In addition, though there were potentially rich relations and activities that were likely to be exploited for the PD of the teacher educators, they were not utilized. For instance, appraisal was only for administrative purpose. Similarly, the diversified forms of collaboration were materialized in routine activities. In short, the existing developmental potentials were not exploited for PD of the teacher educators.

As a result of these diverse situations, this research proposed an approach that was in line with modern professionalism, the Multi Dimensional Interactive Approach to PD and tested it. In this process of testing, all the instruments deployed in the study and the findings that were extracted from these instruments proved that the proposed approach was effective.

5.3. Recommendations

The teacher education programs at all levels should evaluate their programs and gear them towards enhancing the professional competence of their teacher educators towards managing active learning effectively. In this regard, the wide gap observed between theory and practice should be bridged by programs leading to questioning established practice.

Different opportunities that enable teacher educators change their belief structure should be introduced and advanced through diverse strategies. "Previous knowledge and ability are indeed important but that change in teaching requires changes in teachers' cognition and belief systems. These changes are produced through intensive socialization experiences in which teachers are allowed to participate in and construct new understandings about how children and about what teachers can do to facilitate the process" Tatto (1997: 261). Block and Hazelip (1995: 25) also argue, When "beliefs begin to cluster over time around related beliefs ...change in one teacher belief may be difficult or impossible without changing the system."

Mechanisms of injecting the tenets of new or transformative professionalism such as reflection, self-appraisal, peer appraisal and collaborative collegiality in the duties of teacher educators and nurturing them has to be considered..

The culture of individualism that some of the Cases identified need to be reversed. “As conditions in the classroom affect the ability of teachers to provide the best learning opportunities for students, so the social culture provides positive or negative support for its teachers’ learning” (Day and Sachs, 2004: 10). Thus, changing the culture of the department is vital. However, this would not be simple as it was observed in the experiences of other countries. For instance, Kenya’s practice indicates that, “Experience in school reform shows that it is extremely hard to change the core activities of teaching and learning and particularly to change culture of teaching towards greater collaborative relationships among students, teachers and other potential partners” (Day and Sachs, 2004: 180). As a result, designing a mechanism in which this is changed is important. To this end, Day (1999) recommends introduction of contrived collegiality and gradually developing it to collaborative collegiality. As a result, further research on the area or topic is recommended.

The tendency to shift field of study after completing M.A. in TEFL into another area of specialization that was observed to be rampant nowadays needs to be studied so as to identify the real cause and address it if there is any problem that may not be related to interest. Particularly, if this problem is found to be a result of environmental impact, its negative effect on the profession and PD recognized and addressed.

Strategies to create proper understanding of research and the other concepts that are not in line with the current philosophy of teacher education – have to be put in place. However, in the context in which teaching learning is given less attention to and the university provides all the benefits and academic ranks based on research (notwithstanding the ‘impressionistic’ evaluations that are subsidiary to research) and innovative practices of the teaching learning process had little consideration for promotion or benefit, this wrong view of research is likely to affect PD in terms of changing classroom performance. As a result, more shifts of teachers

from classroom to other areas are likely unless the University creates a mechanism to offer an academic rank on teaching achievements as it is practiced in the other countries. Knight (2002) also suggests the same view with its options and levels of promotion.

The Department under scrutiny has to design strategies to change the existing routine activates and developmental options such as Teachers' Evaluation and task of contrived collegiality into professional development opportunities and exploit them.

Conducting comprehensive research in the department in order to identify all the obstacles to CPD, the idea raised by one of the cases of the study, has to be noted.

Finally, conducting more study on this proposed approach - Multi Dimensional Interactive Approach to CPD and scaling it up, is proposed since it is found to be valuable to advance modern or transformational professionalism — a requirement of the time and thereby affects the education system positively.

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Appendices

Appendix 1: Interview protocol for Teacher Educators

Formal Gratitude

General introduction about the three parts of the research

Part I: Personal Information

Name: Don't mention .

Sex: _____

Total Year of experience:

As a teacher outside the campus: _____

As a teacher educator (in and outside this college): _____

Outside teaching

Part II: School Life Experience as a Student

1. Do you have some memory of your school language learning particularly in relation to English? If yes, what is it?
2. What was the perception you had for a teacher? Why?
3. Was there a teacher you liked most? Why? What did you liked of him?
4. Has the teacher influenced you? In what aspects?

Part II: About the Teaching Profession

1. What is a teacher? How would you describe and define a teacher?
2. What is teaching? How do you explain it?

Part III. Your Own Teaching Experience as well as Your Perception of the College

How would you describe you're your typical classroom?

1. What does your typical working day look like?
2. What are some of your major out of college activities?
3. Would you tell me about your professional experience?

Early days of teaching

Your present teaching

Do you think that there is a difference between the two?

If yes, what brought that change?

4. How would you describe different forms of relations in the college?

The management and the staff

The management and the departments

Among the departments

The department and the staff (especially in English language Dep't.)

Among the staff in the English language Dep't.

5. In the Dep't., do you have experience(s) of working in a pair, as a group or a team? If you have, what?

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Appendix 2: Questionnaire

Dear English language teacher educator,

I kindly request your collaboration to respond to this questionnaire designed for a research. Since I anticipate your response to be frank and personal opinion, I promise to make all the information confidential. Thank you in advance for your cooperation. Please, don't write your name.

I. General Information

1. Sex: Male _____ Female _____

2. Your Experience:

Teaching English in School (in years) _____

Administrative (in office in years) _____

As a teacher educator (in or outside this college in years) _____

II. Personal Observation

1. How do you rate the relation between the management and the academic staff?

Excellent	Very Good	Good	Fair	Poor

2. Why do you rate Question 1 like this? (Write your major reasons in phrases.)

3. How do you rate the relation among the academic staff of the college?

Excellent	Very Good	Good	Fair	Poor

4. Why do you rate like this? (Write your major reasons in phrases.)

5 How do you rate the relation among the English language teacher educators?
(Relation within the department)

Excellent	Very Good	Good	Fair	Poor

6. What is your reason to rate like this? (Write it (them) in phrases.)

7. Have you ever got any benefit from teacher evaluation (teacher performance appraisal) that is conducted in your college? (Circle one of the alternatives.)

A. Yes, I have.

B. No, I haven't.

8. If your response to Question 7 is "A", write down the major ones.

9. Do you get feedback of the teacher evaluation in relation to your strong and weak points? (Circle one.) A. Yes, I do. B. No, I Don't.

10. If your answer to Question 9 is "A", write some of the major ones in phrases.

10. Do you have professional development opportunities in your college? (Circle one.)

A. Yes, I do.

B. No, I don't.

11. If your response to Question 10 is "A", write down some of them in phrases.

11. If at all there are some of the activities that you do in pair, group or team with your colleagues in your department, write down the major one in phrases.

12. What is a teacher? Write a phrase or two that most describes a teacher.

13. What is teaching? Write a phrase or two that most describes teaching.

Thank you again!

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Appendix 3: Checking Learning

Task objective

The observation task is designed to help you monitor learning monitoring a teacher's monitoring of learning. You will be looking at the language used in monitoring learning and analyzing what each learning check achieves.

Procedure

Before the lesson

1. Arrange to observe a lesson, preferably one that will involve the presentation of new language.
2. Pay attention to the stated objective of the lesson.
3. Make yourself familiar with the chart opposite and the particular items you will be attending to.

During the lesson

Use the chart to help you monitor how the teacher monitors learners understanding.

Collect about ten instances of teacher checking.

1. Script the teacher's language (including any non-verbal signals) used to check learning.
2. In each case what is the teacher checking?
3. Can you identify the trigger that prompted the teacher to check, for example, a student appearing confused; a necessary logical step in the lesson; repeated and similar errors by number of students?
4. How does the student respond to check?
5. What, if any, follow-up happens?
6. What did the learning check achieve?
7. Try also to be aware of times in lesson when the teacher did not check for learning, but you would have; or where the teacher did, but you would not have.

How does teacher check?	What does teacher check?	Why does teacher Check?	How does Student Respond?	What follow-up is there?	What did the learning check achieve?

Checking learning

After the lesson

1. Share the collected data with the teacher and discuss the checking process as seen from the teacher's point of view.
2. Reflect on the last column — what did the learning check achieve? Add any relevant information to your grid.
3. Looking over the ten instances of checking that you collected, is it possible to do anything of the following:
 - label them?
 - group them according to any similarities?
 - rank them, indicating your criterion?

Is it possible to say the questions that check for learning tend to be of a particular type? If you agree, try to describe in greater detail the type of question we are referring to here?

4. Generally, was there a neat link between the purpose for the check (Column 3) and the results of the check (Column 6)? If not, what factors are relevant here?
5. Were there times in the lesson when *you* would have checked learning but where the teacher did not? (Or where you would not have, but the teacher did?) Think about *what* and *why* you would have checked and how that varied from what happened in the lesson. Perhaps discuss these points with the teacher.
6. Consider again the stated objective of the lesson you observed. Was it achieved? How do you know? Did the learning checks in any way seem to propel the lesson onwards towards its objective? Did the monitoring of learning in the lesson have any connection with the reaching or failure to reach the lesson's objective?
7. Learning involves processing information and appraising new information in the light of previous understanding. What evidence did you notice through the lesson of the learners' processing meaning, for example, the meaning of new concepts, structures, vocabulary? To what extent, in the lesson you observed, did the

monitoring of learning allow the teacher 'to tap into the students' head' and guess at the state of the processing of meaning?

8. Have you any comment to make on how monitoring of learning might influence the sorts of decisions that a teacher makes in the classroom?

Reflection

In regard to how the observation has raised your awareness, comment on the experience by deciding which of the following applies:

- in this lesson I found what I already knew, and have now confirmed it;
- in this lesson I found what I suspected but had never thoughtfully considered;
- in this lesson I found what I had not considered before;
- in this lesson I found what I would like to pursue further.

Background

If all students learned what they were taught at the time at which it was first taught, and if all of them grasped equally well and equally quickly, teaching would be much less complex than it is. In fact, of course, learners do not always learn what the teacher sets out to teach – sometimes they learn less, and sometimes other (more valuable?) things. Nor do they all learn in the same way or at the same rate. In fact, little about the elements is predicted or generalisable across a class of learners. It is for this reason that teachers develop strategies for checking that learning is taking place or has taken place.

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Appendix 4: Language of feedback to error

Task objective

You will be observing a lesson in order to concentrate on the language of feedback to error. This means recording/collecting data of a number of student-teacher interactions, often with four *utterance components*: teacher question + student response + teacher feedback + student response to feedback.

Procedure

Before the lesson

1. arrange to observe a lesson.
2. Make yourself familiar with the four-utterance paradigm that you are seeking .

During the lesson

1. Collect some samples of the four-utterance paradigm. We are especially looking for examples that include learner error and teacher feedback to error. It does not matter if they do not all fit neatly into the sample scheme.
2. Where you can, note any non-verbal and supplementary support that is given to the information, for example, use of the board, visual, gesture.
3. Consider whether the feedback was generally positive and encouraging (+) and discouraging (-).

Sample		Supplementary support	+/-
Teacher Question			
Student Response			
Teacher Feedback			
Student Response to Feedback			

The language of feedback to error

After the lesson

1. Feedback according to (Brown, 1986:16), has to be genuinely responsive: 'It means allowing learners to experience the effect of what they produce as a guide . . . in their future efforts. Brown believes that feedback must be more than encouragement, for, 'empty and automatic encouragement is often pointless' (ibid.). A genuine response from the teacher provides some indication to learners of the effectiveness of their utterances.

What implication do you think this has for the language of teacher feedback? Consider the data collected during this lesson in the light of whether the learners 'experienced the effect' of their errors through their teacher.

2. It has been said (Zamel, 1981) that the information component of teacher feedback is crucial to the learner's learning process. According to Zamel, feedback is most effective when it:
 - points out critical features of the language;
 - gives information that allows the student 'to discover by oneself' rules and principles of language;
 - reduces ambiguity of choice for the learner.

Analyze the data you have collected. Look closely at the *information content* of the teacher's feedback. To what extent is the teacher, in the feedback, providing for the learner:

- information that explicitly and specifically highlights where the error is?
 - information that defines what the choices are, thereby reducing the alternatives open to the learner?
 - Information that helps the learner correctly adjust their current understanding?
3. On the basis of your analysis, comment now on the language of feedback in these terms:
 - a.) Was the information supported by other messages through different media, such as gesture, visual, etc.?
 - b.) Was the message appropriately limited (not overloaded)? Did it reduce, rather than increase, ambiguity?
 4. The assumption underlying the considerations given here to the language of feedback is that the language learner is 'an active and selective information-gatherer who acquires and interprets new information on the basis of rules already stored in the brain' (Smith 1971).

This is a cognitive rather than a behaviorist view of the learner: students have their own 'critical sets', their own understanding of how the language is organized. Each production of language is a testing out of internal hypotheses. Feedback from the teacher may result in a slight adjustment of the original hypotheses.

To what extent do you agree or disagree with this view of the language learner and language learning? Why may it cause confusion to say 'good' to a wrong answer?

5. Do you agree with the view that one of the teacher's key roles in the classroom is to provide accurate feedback on error to learners?

6. With regard to classroom roles, consider this statement:

The teacher's output becomes the input for the student and determines future performance and the student's output becomes the input for the teacher and determines the reaction to that performance . . . Teaching and learning are no longer exclusive roles; they become the provinces of both performers in the classroom: while the teacher instructs, the teacher learns about what must be done next, and while the learner learns, the student gives instruction about what information is lacking (Zamel, 1981:149).

7. When you collected the data for this task you also noted whether teacher's response was encouraging or discouraging from the perspective of the learner. To what extent do you consider that the teacher's role, in response to feedback, has a motivational function? Some teachers, for example, consider that they should be involved in praise or criticism of the students (Edge 1989). Some claim this is the case with adult learners but that children require more overt teacher approval/disapproval in their learning processes. Where do you stand in your view/

Reflection

Using the experience of observing and analyzing the language of feedback as a mirror of your own teaching, what insights have emerged? How might you discover more about your own language of feedback?

Background

The language of feedback refers to the response given by the teacher to what learners produce in the classroom. In its most narrow definition, this refers to teacher response to error. Most teachers are aware of feedback and this dis-incentive that negative reinforcement can produce. However, apart from the motivational aspects of providing feedback, there are linguistic and cognitive reasons for teachers to consider closely how they respond. The exact response of the teacher's response as it relates to learner's production may well have an important influence on the learning process.

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Appendix 5: The language of questions

Background

Language teachers ask a lot of questions. - - - questions are one of the commonest types of utterances in the discourse of classroom. Questions can have different purposes, for example, socializing, scene setting, checking vocabulary, checking learning and seeking opinion. While teachers often plan their questions in terms of the lesson's content, they seem to place less emphasis on considering their questions in terms of the cognitive and linguistic demands made on the learner. These demands relate to both decoding the question and encoding the response.

Task objective

This task aims to have you collect some questions and question-and-answer sets from a language lesson. The data collected will be classified and analyzed.

Procedure

Before the lesson

1. Be ready to observe your lesson.
2. Read right through this task.

During the lesson

1. Listen carefully to your questions. Collect about twenty of these in roughly chronological order.
2. Now listen for some teacher question – student answer ‘sets’. A set here means an exchange between teacher and student, initiated by the teacher’s question. It might be as simple as a pair: for example, teacher question + student answer; or more complex: for example, teacher question + teacher reformulation + student response + another student response. The boundaries of the set are usually quite clear.

Try to record about ten of them faithfully. They may come from any where in the lesson.

--

After the lesson

1. Looking first at the twenty single questions you have collected, consider these from the point of view of the expected responses. It may help to write in a sample response for each question.
2. Now classify the questions into categories on the bases of the expected response. Some suggested categories are given below. There is some overlap among these, and of course other categories might be used instead of or in addition to these. You may like to set up a number of binary categories and classify questions accordingly, for example, questions that require student to share previous knowledge versus those that require information just presented; or questions of which the teacher is seeking a 'form' answer versus questions where the teacher is interested in the meaning of the response.

Here are some of the question types. It may help to decide first on the framework you will be working with.

- *Yes/no questions,*
 - *Short answer/retrieval-style questions,* e.g. 'What did you say about the film?'
 - *Open-ended questions,* e.g. 'Whom could he have telephoned?'
 - *Display questions*(questions requesting information already known to the questioner) e.g. "What colour is this pen?"
 - *Referential questions* (questions requesting new information), e.g. "What did you study at university?"
 - *Non-retrieval, imaginative questions* (questions that do not require the learner to retrieve given information but instead call on inferred information of information in which an opinion or judgment is called for), e.g. 'What do you think the writer was suggesting by making the central character an animal?'
3. what *pattern*, if any, emerges from the classification of your questions? Can you point to any *factors* that might help account for this, for example, the type of lesson it was, the stage of the lesson from which the question came, the age of the students, etc. ?

4. Consider the notion of *difficulty* from the learner's point of view. Rank a selection of your collected questions on to a cline of easy → more difficult → difficult. What are the factors that increase difficulty?

5. Consider now the *question and answer sets* you have recorded. Rank the five in order of complexity of response so that (1) will be the response requiring the least challenge to the student and (5) will be the response the greatest challenge.

6. Is there any correlation between the *type of question* and the *complexity of response* elicited?

Reflection

Using this observation as a mirror of your own teaching, consider how you approach the design of questions in your lessons. Has this observation in any way increased your awareness of the skill of questioning? If you were to pursue this line of thinking in relation to your teaching, what aspects would you be keen to explore?

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Appendix 6: A Tool to Refresh the Memory of the Partners of the Study: Leaflet 1

The Need for Professional development

Bernier and McClelland (1987) points the following:

Expertise in many fields is no longer a status conferred, but a condition that must be maintained throughout one's professional career. Even if a fully qualified, ideally competent staffs were available, time would gradually erode that competence as conditions change and old competencies become obsolescent (1987: 36).

Leiberman's definition of professional development is cited as follows:

Professional development of teachers is: the process by which, alone and with others, teachers review, renew and extend their commitments as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching life (Lieberman in Day 1999:4).

In the attempt to elaborate the modern teacher professionalism, Sachs (2004) referred to Bettery (1996) who writes five essential ethical qualities that underlie or inform teacher professionalism. These are: an ethic of truth disclosure which demands openness and confidence; an ethic of subjectivity; an ethic of reflective integrity which needs critical observation, interpretation and reflection; an ethic of humility, which considers personal fallibility not as failing but human phenomena from which important lesson could be extracted; and an ethic of humanistic education which accommodates the needs and interests of the learners.

Sachs (2000) also writes the following by linking lifelong learning to professionalism:

One of the hallmarks of being identified extremely as a professional is to continue learning throughout a career, deepening knowledge and skill judgment, staying abreast of important developments in the field and experimenting with innovations that promise improvements in practice (Sykes 1990). (Sachs, 2000). n

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Appendix 7: A Tool to Refresh the Memory of the Partners of the Study: Leaflet 2

Some assumptions of the study that are learned from the experiences of others

Teachers are more likely to change and sustain change when they:

- become aware of a need for improvement through their analysis of their own observation profile;
- make a written statement to try out new ideas in their classroom the next day;
- modify ideas to work in their classroom and school;
- try the ideas and evaluate the effect;
- Observe in each others' classrooms and analyze their own data;
- report their success or failure to their group;
- discuss their problems and solutions regarding individual student and/or teaching subject matter;
- use a wide variety of approaches: modeling, simulations, observations, entry to video tapes, presenting at professional meetings;
- learn in their own way continuity to set for professional growth. (Stallings (1989) in Day (1995).

Critical Friendships

Advantages of critical friends (from inside or outside the school)

Providing they are skilled and trusted, they can:

- lighten the energy and time loads for observation (enable teacher to carry on with teaching, maintain his or her duties), often relieving the teacher of the burden of collecting and analyzing his or her own data;
- be used to check against bias in self-reporting;
- offer, where appropriate, comparisons with classroom practice elsewhere;
- provide post lesson critical dialogues;
- act as an informal resource which teachers may use at times appropriate to the needs which they perceive;
- stimulate reflection in, on and about teaching and learning contexts, conditions and purposes. (Day, 1995)

Elements in successful critical friendship:

1. a willingness to share;
2. a recognition that sharing involves:
 - a. disclosure
 - b. opening oneself to the possibility of feedback;
3. a recognition that disclosure and feedback imply being prepared to consider changing;
4. a recognition that changing may be:

- a. threatening (to self-esteem and current practice),
 - b. difficult (it requires time, energy, and new skills),
 - c. satisfying, and
 - d. emotionally demanding;
5. a recognition that the degree to which people are willing to share may, therefore, be restricted.
(Day, 1995).

Adults learn when they are provided with regular opportunities for reflection, based on 'lived experience'. They learn by doing, and benefit most from those situations which combine action and reflection.

The argument as to why teachers should engage in reflection is essentially moral, and is derived from teachers' responsibility for the progress and well-being of the students in their classes. This argument is underpinned by a particular view of teachers' professionalism and accountability. Thus, Erayt(1994) Argyes that being a professional teacher implies:

- a) A moral commitment to serve the interests of students by reflecting on their well-being and their progress and deciding how best it can be fostered or promoted.
- b) A professional obligation to review periodically the nature and effectiveness of one's practice in order to improve the quality of one's management, pedagogy, and decision-making.
- c) A professional obligation to continue to develop one's practical knowledge both by personal reflection and through interaction with others. (Eraut, 1987: 736).

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Appendix 8: A Tool to Refresh the Memory of the Partners of the Study: Leaflet 3

Self Observation

What is self-observation

Self observation refers to a systematic approach to the observation, evaluation, and management of one's behaviour (Armstrong and Frith 1984) ... In language teaching, self observation refers to the teacher making a record of a lesson, either in the form of written account or an audio or video recording of a lesson, and using the information obtained as a source of feedback on his or her teaching. Self-observation is an approach to teacher evaluation that complements, rather than replaces, other forms of assessment, such as feedback from the students, peers or supervisors.

Why use self-observation?

There are several good reasons for the use of self-observation by teachers.

- (1). For most teachers, the amount of time they spend in professional training is relatively short in comparison to the length of their teaching careers. But teacher training programmes should mark the beginning, not the end, of professional development. In order to improve performance over time, however, teachers need feedback on what they do and how well they do. Self-observation is a means of obtaining such feedback and hence a key ingredient in teachers continuing growth and development as professional.
- (2). Self-observation provides an opportunity for teachers to reflect critically on their teaching. Reflection is acknowledged to be a key component of many models of teacher development. The skills of self-inquiry and critical thinking are seen as central for continued professional growth (Zeichner 1982). Self observation enables teachers to move from a level where they may be guided largely by impulse, intuition, or routine to a level where their actions are guided by reflection and critical thinking.
- (3). Self observation can help narrow the gap between teachers imagined view of their own teaching and reality –a gap that is often considerable, according to research (Swaffar et al. 1982; Long and Sato 1983). Swaffar et al., for example, found that although teachers may be using different methodological approaches and may think they are therefore employing different classroom practices, on closer examination their actual classroom practices reflect a pool of common instructional behaviors. Self monitoring can enhance help teachers better understand their own instructional processes.
- (4). Self observation shifts the responsibility for initiating improvement in teaching practices from an outsider, such as a supervisor, to teachers themselves (although it does not obviate the need for objective evaluation of teaching). It enables teachers to arrive at their own judgments as to what works and what does not work in their classrooms.

How is self observation carried out?

Recording lessons

For many aspects of teaching, audio or video recording of lessons provides a more reliable record of what actually happened than diaries or self-reports. Although many useful insights can be gained from diaries and self reports, they cannot capture the moment-to-moment process of teaching. Many events happen simultaneously in a classroom, and some aspect of a lesson cannot be recalled. It would be of little value, for example, to attempt to recall the proportion of yes/no questions to Wh-questions a teacher used during a lesson, or to estimate the degree to which teacher time was shared among higher – and –lower- ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered – hence the need to supplement diaries or self-reports with recordings of actual lessons (p. 124).

Guidelines for self-observation

In order to apply self-observation techniques effectively, the following guidelines are suggested for teachers:

1. Decide what aspect of your teaching you are interested in learning more about or you wish to improve. What are your strong and weak points? Are there areas of your teaching that you would like to know more about? Find out where you are in your professional development by reflecting on problems you may be having with specific aspects of your teaching, by reviewing supervisors' comments and students evaluations, by inviting colleague to view your teaching in order to offer suggestions, or by reviewing current issues in the literature and considering how they relate to your own teaching.
2. Narrow your choices to those that seem most important to you. In order to make effective means of self observation techniques it is necessary to focus on one area at a time.
3. Develop a plan of action to address the specific problem area you have identified. Which of your teaching behaviors will you attempt to change? What effects will these changes in your behavior have on students behaviors?
4. Draw up a time frame to carry out your goals. You may decide to give yourself a week to try out new approaches and then observe yourself to discover the effectiveness of the strategies you have chosen. Decide on the self observation procedures you will use. Check the recording of your lesson to see if you have been successful in modifying behaviors you wanted to change.

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Appendix 9: A Tool to Refresh the Memory of the Partners of the Study: Leaflet 4

Guideline for Peer observation

Observation

Observation involves visiting a class to observe different aspects of teaching. ... Observation is suggested as a way of gathering information about teaching, rather than a way of evaluating teaching. In many language programmes, teachers are often reluctant to take part in observation or related activities since observation is associated with evaluation. Thus in order for observation to be viewed as a positive rather than negative experience, the observer's function should be limited to that of gathering information. The observer should not be involved in evaluating teacher's lesson.

A. General Principles

1. *Observation should have a focus.* The value of observation is increased if the observer knows what to look for. An observation that concludes with a comment such as "Oh, that was a really nice lesson," is not particularly helpful to either party. On the other hand, giving the observer a task, such as collecting information on student participation pattern during a lesson, provides a focus for the observer and collects useful information for the teacher.
2. *Observation should use specific procedure.* Lessons are complex events with many different activities occurring simultaneously. If the observer wants to observe teacher-student interaction, for example, a variety of procedures could be used to make this task more effective.
3. *The observer should remain an observer.* An observer who is also a participant in the lesson cannot observe effectively.

B. Suggested procedures

1. *Arrange a per-observation orientation session.* Before beginning the observation, the two teachers meet to discuss the nature of the class observed, the kind of material being taught, the teacher's approach to teaching, the kinds of students in the class, typical patterns of interaction and class participation.
2. *Identify a focus for observation.* For example:
 - Organization of the lesson;
 - Teacher's time management;
 - Student's performance on tasks;
 - Time on task;
 - Teacher questions and student responses;
 - Students' performance during pair work;
 - Classroom interaction; and,
 - Group work.

Develop a procedure for the observer to use. For example,

- Time samples: the observer notes down specific behavior displayed at specified time intervals during a lesson.
- Coding forms: the observer checks the appropriate category on a set of coded categories of classroom behaviors whenever a behavior is displayed during the lesson.
- Descriptive narrative (broad): the observer writes a narrative focusing on a particular aspect of a lesson. For example, the observer describes what a single student did and said throughout the lesson.

3. *Carry out the observation.* The observer visits his or her parent's class and completes the observation, using the procedures that both parties have agreed on.

Arrange a post-observation session. The two teachers meet as soon as possible after the lesson. The observer reports on the information collected during the lesson and discusses it with the teacher.

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Appendix 10: Peer Observation-Awareness Raising Tool: 5

Teacher collaborative peer observation and feedback

Step one: For observations: our professional norms and responsibilities.

Peer observations should be voluntary and teacher-directed. The goals of peer observation are to de-privatize teaching provide opportunities for obtaining helpful feedback, and form collegial relationship that are mutually supportive and respectful.

Step Two:

All aspects of peer coaching are kept confidential among the researcher and the to teachers involved. All forms and materials from the observation are given to the researcher and later their copy to the teacher being observed. It is encouraged that the teacher being observed keep the materials in order to look at patterns over time.

The teacher being observed is in control of the observation. He/She will determine what is to be observed and what type of feedback he/she would like to receive. A pre-conference will determine the classroom lens of protocol that will be used.

The post-conferences should utilize the three intentions of mutual benefit; collaboration, and promoting positive and collegial conversations. Feedback between colleagues should be not-judgmental and non-evaluative. And the feedback should also be specific and evidence based.

Pre-Conference for Peer Observation Selecting a Protocol, Template or Classroom Lens.

Step Three: Observing in a colleagues classroom and collecting specific data.

An observation, if done with expertise and respect can be a learning experience for the observer and observed. It is recommended that a minimum of thirty minutes is spent observing. Record only the agreed upon information that the teacher requested. Additional student or teacher behaviors that are observed should not be commented or even if it is tempting to share unless it is requested by the observed teacher. (An exception to this would be if a violation of ethics should occur during an observation and if it is found to be important for professional development of the teacher educator).

Often times our own biases and preferences about how an effective classroom should work enter into our observations. The benefit of having a protocol or lens to record information in a classroom is that you record what you see. Record your actual observation that you describe later without your judgment.

Step Four: Post-Conferences and the Art of Constructive Feedback

First give opportunity to the observed to reflect on his/her lesson what went well and what needs improvement? Why? Be certain to use the three intentions format – mutual benefit, calibrating, and collaboration

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Appendix 11: Peer Pre-Observation Meeting: Notes

Date: _____

Class Topic:

Objective of the session? (What will the students be able to do/know by the end of the session?)

1. _____
2. _____
3. _____

Teaching strategies? (What strategies or methods will you use to help the learners to reach this adjective?)

1. _____
2. _____
3. _____
4. _____

Assessment Tools? (How will the students show that they know and can do what you expected of them?)

Instructor concerns/focus (What would you like the observer to pay special attention to?)

Post Observation Conference:

Date: _____

Time: _____

Place/Location: _____

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Appendix 12: Lesson Report [for the reflection session after peer observation]

An alternative approach to lesson reporting is simply for the teacher to spend a few minutes after a lesson writing answers [in the case of this study, responding orally] to questions such as the following:

- What were the main goals of the lesson?
- What did the learners actually learned in the lesson?
- What teaching procedure did I use?
- What problems did I encounter and how did I deal with them?
- What were the most effective parts of the lesson?
- What were the least effective parts?
- Would I do any thing differently if I taught the lesson again?